DOCUMENT RESUME

ED 089 071 95 CE 001 121

TITLE	Project Career Exploration 7-10. Research and Development in Career Education. Final Report.
INSTITUTION	Oregon State Board of Education, Salem.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	V261021L
PUB DATE	19 Jul 73
GRANT	OEG-0-72-0885
NOTE	124p.; Appendixes E and F will not photocopy and have been removed
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Career Education; Educational Objectives; *Program Evaluation; Program Planning
IDENTIFIERS	*Career Exploration

ABSTRACT

During the period from January 19, 1972 to July 19, 1973, the Portland, Oregon, schools involved in Project Career Exploration 7-10 (PCE7-10) have focused on the goal of providing for every student in grades 7-10 the opportunity to explore, through hands-on experiences, many jobs found in broad families of occupations, with the aim of enabling each student to make an informed, though tentative, choice of a cluster-based skill training program in which to participate, beginning at grade 11. The procedure followed, the goals and objectives of the project, its results and accomplishments, and conclusions, implications, and recommendations are outlined in the first twelve pages of the document. The remainder of the document consists of appendixes, including a 40-page independent evaluation. (Author/SA)

CE 001 121

ED 089071

ED 089071

FINAL REPORT

Project No. V261021L
Grant No. OER-0-72-0885

Project Career Exploration 7-10

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Leonard Kunzman
Director of Vocational Education
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

July 19, 1973

CE 001 121

FINAL REPORT

Project No. V261021L
Grant No. OER-0-72-0885

Project Career Exploration 7-10

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Leonard Kunzman
Director of Vocational Education
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

July 19, 1973

TABLE OF CONTENTS

SUMMARY OF THE REPORT Page

(A) Time Period Covered by Report

(B) Goals and Objectives of Project Career Exploration

(C) Procedures Followed

(D) Results and Accomplishments

(E) Evaluation

(F) Conclusions

BODY OF THE REPORT

(A) Problem Area

(B) Goals and Objectives of Project Career Exploration

(C) General Project Design

(D) Results and Accomplishments of Project Career Exploration

(E) Evaluation of Project Career Exploration

APPENDICES

SUMMARY

A. TIME PERIOD COVERED

The final report for Project Career Exploration 7-10 covers a period from January 19, 1972 to July 19, 1973.

B. GOALS AND OBJECTIVES OF PROJECT CAREER EXPLORATION

Throughout Project Career Exploration the site schools have addressed themselves to the Area II Goals for Career Education and have primarily concentrated in this project on the goal for Career Exploration which is:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

Four components of the proposal constituted the direction and events within the project. These components are:

1. The development of an overall articulation plan K-12, with specific detailing of the grade 7-10 program plans.
2. Identify, design and implement curriculum and staff development program required by the grade 7-10 plan.
3. Provide a career guidance and counseling program through instructional activities that will enable the learner making a tentative career choice at the end of grade 10.
4. Design and implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination.

C. PROJECT LOCATION AND SIZE

The project site was located in the Marshall High School Attendance Area, within Area II of Portland Public Schools. The site schools included: Marshall High School with 1,800 students including approximately 900 students in the 9th and 10th grades. Five elementary schools K through 8: Kelly, Lent, Marysville, Whitman and Woodmere as well as Binnsmead Middle School made up the feeder-schools of which approximately 1,000 students were in grades 7 and 8.

(Summary continued)

D. PROCEDURE FOLLOWED:

An advisory group consisting of an administrator and a selected staff member (now referred to as career education building coordinators) from each of the project schools, met at regular intervals with the Project Coordinator, Tom Parr, and Area II Career Education Specialist, Leroy Wallis, to assist in the planning and developing of the general format within which the project would operate.

The following time line constitutes the major activities employed during the project period:

1. A workshop of K-6 teachers from site schools was held to discuss the goals of career awareness for the area upon which the detailed career exploration plan should be based.

2. A graduate class was held involving 56 teachers and administrators, during which the participants developed an understanding of the State Career Education Plan and the existing program employed in some schools throughout the state of Self Understanding through occupational exploration. This course was taught by Tom Williams, Career Exploration Specialist, State Department of Education. The outcome of this course was that each participant or group of participants from a site school developed a plan of implementing the SUTOE concepts. in their existing school curriculum.

3. A workshop in June involved an eighteen member team from site schools in planning a series of components, and activities to be implemented in the classroom during the projects operational year. (Appendix A)

4. The eighteen member team trained 32 additional members plus the site school administrator in how to implement the designed plan during a one week workshop in August.

5. The 50 members of the summer workshops worked with the remaining staff of site schools during a one half day session at the beginning of school. The purpose of this one half day session was to train the staff in the implementation process for each of the designed 7-10 components.

6. During the project's operational year, the original planning team met regularly to assess the levels of goal accomplishments, develop strategies and plan future activities as well as discuss problems or recommendations.

(Summary continued)

7. Six staff development programs were going on during the year at Marshall High School on Career Exploration.

8. A second graduate class (two sections of 23 students) on Career Education was held in the attendance area to develop the skills necessary for the staff to adapt the curriculum to career exploration and awareness.

9. An attendance area assessment and planning system was implemented to develop the overall articulation plan for the area grades K-12.
    a. Each site school developed a five-year career education plan for their school upon completion of the assessment. (This was done cooperatively within the attendance area.) (Appendix B)

10. A summer writing team consisting of 60 staff members from site schools was established, and during a two week workshop developed curriculum actities by grade level and subject matter discipline.

E. RESULTS AND ACCOMPLISHMENTS

The results and accomplishments of PCE 7-10 are many and varied. The change of attitude in the teaching staff is difficult to measure, and yet very obvious. The dedication to change a college oriented curriculum to one of individualization with a career education component answering the relevancy question for students is apparent throughout the project. These factors all have come about through the intense efforts of the professional staff to better understand the career education concepts and employ them in innovative ways toward the theme of: "Not teaching different things--- merely teaching differently".

The results of the years efforts are in a large part unable to be measured for another three years when the students who are currently seventh graders will be sophomores making their tentative career decisions.

Some of the major results are as follows:

1. Each student in grades 7 through 10 has a career exploration file folder established. (Appendix C)

2. Over 1,400 students have gone on small group (10 or less) field trips to view and interact with adults in occupations of interest to them.

3. Each school had from 20 to 150+ speakers in from the community during the year to discuss their occupation

4. Each 7th and 8th and 9th grade student has had during the year various interest inventories and computerized career information available to them. At the 10th grade each student was given the General Aptitude Test Battery and the U.S. Interest Check-list followed by counseling and interpretation so they could better understand themselves and make tentative career decisions.

5. A great many resources such as the Dictionary of Occupational Titles, Occupational Outlook Handbook Kits, professional magazines, pamphlets, visuals, tapes, etc., were utilized throughout the schools.

6. A system of communication, responsibility and facilitation has been established through the adoption of career education building coordinators.

7. Transportability to other attendance areas within the school system is in progress, with the establishment of attendance area coordinators and building coordinators. This, plus the PCE 7-10 model, components and concepts, are written into each areas long-range plan.

EVALUATION

Evaluation was designed originally to be an ongoing process within the project. Due to factors discussed within the evaluation report, the system failed to achieve its intent and became a summary.

(Appendix A is the final evaluation report.)

CONCLUSION

Project Career Exploration 7-10 has, in the opinion of the project coordinator, the building principals and building coordinators, made giant strides toward implementing a career exploration process in a very short period of time.

Implications of this project will create changes throughout the district and state as transportability takes place.

Further refinement and pursual of a total career education system of awareness, exploration and preparation will be needed in the year to come, but through staff involvement and planning, a more comprehensive program should be in existence a year hence.

For a project to succeed, a grass roots approach such as that of PCE 7-10 must be used to gain staff commitment, involvement and understanding.

End of Summary

PROJECT CAREER EXPLORATION 7-10 PROBLEM AREA

Career Education programs are being implemented in Area II of the Portland Public Schools, Portland, Oregon. The programs are being implemented using the model as proposed in the position paper A Program of Career Development in Portland Public Schools. (Appendix E) This model is in agreement with the model proposed by the Oregon Board of Education in their position paper, Career Education in Oregon (Appendix F) and also in agreement with the State Plan for Vocational Education. This model proposes three levels of responsibilities for the kindergarten through grade 12 school programs and includes guidance and counseling at all levels.

Present program level goals of Area II reflect these responsibilities.

The overall program goal for career education proposes that:

> Every child shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

The kindergarten through grade six level program proposes in its goal that:

> Every learner shall, upon completion of the kindergarten through grade six portion of his public school education, have developed an awareness of the world of work, including: knowledge of duties and entry requirements of many occupations; knowledge of contribution and interdependence of work done by members of society; knowledge of relationship existing between productive employees and successful institutions in society; demonstrated application of subject matter competencies to work performed in occupations; choice of an occupational field in which to have hands-on exploratory experiences beginning in grade 7.

The grade 7 through 10 level program is primarily one of continuing guidance and proposes through its goal that:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

The grade 11 and 12 level program has as its responsibility the development of employment competencies in selected fields and proposes through its goal that:

> Every learner shall, upon completion of the grade 11 and 12 portion of his public school education, have developed, through participation in a skill development program based upon clustering of similar jobs into broad families of occupation, entry level competencies in a cluster of his choice that will enable entry into employment or an advanced training program.

To reinforce the responsibilities of the schools to provide adequate career based guidance and counseling services to their students, specific goals have been developed that propose that:

> Every learner shall, as he participates in public school, kindergarten through 12, have been provided with guidance services, emphasizing career roles based upon the cluster concept, that will assist the learner in determining his aptitudes, interests, abilities and potentials and application of this knowledge to identify a personal career goal and develop an educational program to fulfill this goal.
>
> Every learner shall, as he participates in public schools, kindergarten through grade 12, have been provided with counseling services to assist in solving personal and internal problems that are encountered as the learner's self-concept emerges and an instructional program is planned and accomplished.

The emerging awareness program underway at grades kindergarten through six coupled with the enrollment of an identified 22% of the 11th and 12th grade students in occupational preparatory programs at Marshall High School have served to identify general program direction and spotlight critical problems.

At this point, the deficiencies became apparent. Guidance and counseling services were not provided to all students, kindergarten through grade 12. Another deficiency is noted in the lack of a planned program, articulated between an identified K-6 awareness program and an identified cluster based occupational preparatory program at grades 11 and 12. Although many instructional activities with implication for career exploration occur during grades 7-10, they are not coordinated and/or planned to support clearly defined outcomes for learners.

As indicated in the letter of assurance, one of the major components of the proposed project is to: "Identify, design and implement curriculum and staff development programs required by the grade 7-10 plan...a large proportion of the total effort in this component will be directed toward guidance and counseling."

The total project is aimed at:

1. Providing for further development of student self-awareness.
2. Providing for student experiences and learning leading to increased awareness of and exposure to the several occupations in the world of work.
3. Providing for realistic decision making experiences for students which lead them to make tentative career choices.
4. Providing for broad occupational exploratory experiences through the instructional program.

This assessment of existing programs in terms of stated goals focuses this project on the identification, planning, development and implementation of a program of career orientation and exploratory experiences at grades seven through ten that will assist the learner as he makes informed, though tentative, career decisions and plans an educational program to support these decisions.

DESCRIPTION OF THE PROJECT

School District Number 1, which contains the whole of the Portland Public Schools, enrolls approximately 75,000 pupils in kindergarten through grade 12. This district is served by three community colleges, four major universities and many smaller colleges.

For the purposes of this proposed Career Education project, the sub-district of Area II has been selected. Area II contains 29 elementary schools serving 14,351 learners in kindergarten through grade 8; three community high schools serving 5,399 learners in grades 9 through 12 from the geographic boundaries of this Area; and two technical high schools serving 2,541 learners in grades 9 through 12 from the entire School District Number 1.

Within Area II, one community high school and the six feeder schools containing grades 7 and 8 and enrolling a total of 5,500 learners have been selected as the project site. Data on this complex of schools which comprise the project site are provided in Table 1, below:

Level	No. of Schools	No. of Teachers	No. of Counselors	No. of Learners
Elementary School (K-8)	6	155	0	3,579
Secondary Schools (9-12)	1	98	7	1,921
Totals	7	253	7	5,500

This developmental center focused its work on the identification, planning, development and implementation of a program of career orientation and exploratory experiences at grades seven through ten that will assist the learner as he makes informed, though tentative, career decisions and plans an educational program to support these decisions. The nature of the project is one of providing guidance and counseling services through the instructional program that will be based upon career choice coupled with effective educational program planning for the learner.

GOALS AND OBJECTIVES OF THE PROJECT

The overall goal of the project was directed at the Area II Goal for Career Exploration grades 7 through 10, which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

Based upon this goal, a team of eighteen teachers identified the necessary components for 7-10 program and developed supportive goals that would ultimately lead to the attainment of the overall exploration goal. These goals and objectives dealing specifically with students in grades 7 through 10 are as follows: To enable each student to:

A. gather for his own use as much information about himself as possible -- his needs, goals, abilities, values, interests, attitudes, beliefs, and traditions.

B. learn to use resource materials and personnel for in-depth study of occupations.

C. evaluate himself as a future employee -- what factors about him might affect his getting, holding, and succeeding in a job.

D. recognize the inter-relationship of the life roles: vocational, leisure, family, and citizenship.

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

Goals and Objectives of the Project, (continued)

To successfully provide this program of career orientation and exploratory experiences, this project proposes to include the following components:

1. The development of an overall articulation plan K-12, with specific detailing of the grade 7-10 program plans.

2. Identify, design and implement curriculum and staff development program required by the grade 7-10 plan.

3. Provide a career guidance and counseling program through instructional activities that will enable the learner making a tentative career choice at the end of grade 10.

4. Design and implement an evaluation process for the project that will include the elements of planning, documentation interpretation and dissemination.

A planning process emerged to facilitate the method of achieving the state goals of our project. This process is based on a multiplier effect that operates this way. A planning team is selected from the attendance area schools and includes a career education coordinator and principal from each school with added teacher representatives from the high school. This planning team is charged with the responsibility of looking into problems in depth, developing conceptual goals, plans, and directions. The planning team then serves in a training role to carry the program they developed to a larger group. In practice, this small group, working in depth for a longer period of time, produces better guidelines than a large group over a shorter period. The small group, acting in a training role, can carry the concepts to a large group efficiently and at the same time, build total involvement and commitment.

This planning team gave directions to the project coordinator and set the following priorities:

1. Identify the outcome of the grade K-6 awareness program that will be required to articulate with the grade 7-10 exploratory program.

2. Accept or review program level goals for each of the instructional areas of the site schools curriculum that support the overall program of Career Education.

3. Develop and increase staff ability to utilize existing subject area in the career exploratory program.

4. Develop a community resource element supporting career education.

Priorities, (continued)

5. Established a formative evaluation process that will assist in monitoring the process and accomplishments of the planned direction.

6. Using the planning team plus representative teaching staff from site schools, develop the goals -- components -- and concepts that are to be included during the operational year.

7. Develop a strategy for disseminating the requirements of planned program to the remaining staff.

8. Implement the planned program and have monthly review session of the team to monitor progress and share the problem or success within each building.

9. Seek further funding so the project direction would have time to be clarified and expanded.

10. Establish an assessment and planning process.

11. Further train the staff in the curriculum development necessary to include the career education concept.

12. Develop a career awareness and career exploration activity book to be used in the second year.

RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

A major accomplishment has been achieved in Area II of Portland Public Schools, that of a long range planning and communication. The Attendance Area Planning document (Appendix C) and the planning process referred to throughout this report are of prime importance to the overall success of implementing a career education program. Both of these will assure the district of a continuing program of growth and consist ncy throughout Area II.

Another accomplishment realized through the efforts of the project is that the goals components and concepts developed within the project are being implemented in the other two attendance areas within Area II, thus demonstrating the transportability factors assured in the original proposal.

Over 90% of the teaching staff from the site schools in grades 7 through 10 have been involved in: graduate classes on career education workshops, and/or planning during the projects existence.

A Career Education Activity Book for grades 7 and 8 in which twenty seven activities for each of the curriculum areas being taught has been written and in the final stage of printing. This will be implemented in the 1973-74 school year, and a part of the new part C project referred to as PCE K-10 (Project Career Education K-10).

Results and Accomplishments of the Project, (continued)

Marshall High School has identified the role and responsibility for each department in the full implementation of career exploration at grades 9 and 10.

Other significant results that have been accomplished through the project efforts as that:

1. Each student in grades 7 through 10 has a career exploration file folder established. (Appendix D).

2. Over 1,400 students have gone on small group (10 or less) field trips to view and interact with adults in occupations of interest to them.

3. Each school had from 20 to 150+ speakers in from the community during the year to discuss their occupation and the available careers within their field.

4. Each 7th and 8th and 9th grade student has had during the year various interest inventories and computerized career information available to them. At the 10th grade each student was given the General Aptitude Test Battery and the U.S. Interest Check-list followed by counseling and interpretation so they could better understand themselves and make tentative career decisions.

5. A great many resources such as the Dictionary of Occupational Titles, Occupational Outlook Handbook Kits, professional magazines, pamphlets, visuals, tapes, etc., were utilized throughout the schools.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The results of this project are transportable, and should favor an educational design appropriate for implementation by any other school system with a similar need for a career exploration program that is integrated into the existing curriculum.

As noted in the evaluation report, I, too, would recommend a documentation process be employed early in the project with reporting format and dates established that enable continual monitoring and result dissemination.

I would recommend that the career education coordinatorsbe established in any attendance area configuration and that time be allotted for them to perform their tasks. (Appendix G)

Conclusions, Implications, and Recommendations, (continued)

Community involvement is an important ingredient in exploratory programs, and I would recommend that an approach such as that of the Institute for Public Affairs Research be employed. (Appendix F)

A final conclusion or recommendation which I would make as project coordinator is that in designing an exploratory program, there be a parallelled and constant effort made for the awareness and preparation program. Without this the exploratory program has no foundation upon which to stand nor a place for the students having made a tentative choice of career to pursue preparation.

APPENDIX A

EVALUATION

FINAL EVALUATION REPORT

PROJECT CAREER EDUCATION/7-10

Project No. V261021L
Grant No. OER-0-72-0885
(Oregon Board Project No. 26 001 055)

Area II
Portland Public Schools

Research and Development Project
Conducted Under
Part C of Public Law 90-576

Project Period:
January 19, 1972 - July 18, 1973

Evaluation Conducted By

Dale E. Ward
Special Consultant
Portland, Oregon

July 1, 1973

The business of PCE/7-10 is to work on the identification, planning, development and implementation of a program of career orientation and exploratory experiences, at grades seven through ten, that will assist the learner as he makes informed, though tentative, career decisions and plans an educational program to support these decisions.

CONTENTS

FORWARD & ACKNOWLEDGMENTS 1

SECTION I

- Introduction 2
- Procedures 2
- Expected Performance Standards 4
- Findings 5

SECTION II

- Introduction 22
- Findings and Conclusions 23
- Summary of Findings 30
- Recommendations 37
- Summary 40

APPENDICES

- Exhibit I, Proposed Evaluation Plan, Project PCE 7-10
- Exhibit II, Data Collection Instruments, Directions
  - IIA - Questionnaire-grade 7
  - IIB - Questionnaire-grade 8
  - IIC - Questionnaire-grade 9
  - IID - Questionnaire-grade 10

FORWARD AND ACKNOWLEDGMENTS

The following report of evaluation of PCE/7-10 is presented in two sections.

Section I is an objective report of the results tabulated from responses to questions asked of a randomly selected student population in grades 7, 8, 9 and 10. The proposed sampling consisted of forty students from each grade in order to insure actual responses from at least 20 students from each grade. The desired number of student samplings was achieved.

Section II is a subjective report of the special consultant's evaluation and is presented here in the belief that the observations of a disinterested party may have value to project personnel during the next year's operation.

Both evaluations are in response to and consistent with guidelines from the U.S. Office of Education.

The special consultant expresses his sincere thanks to each member of PCE/7-10 staff, and to building administrators, counselors and teachers cooperating in this evaluation. Special thanks is directed toward the building coordinators who gave so graciously of their time and attention in the conduct of this evaluation.

It is my sincere hope that the contents of this report will serve those continuing with the project and those who will participate for the first time in the development of a career education thrust which serves the learner.

Dale E. Ward
Special Consultant
Portland, Oregon

SECTION I

FINAL ANNUAL REPORT
PROJECT CAREER EDUCATION/7-10

for the
Project Period
January 19, 1972 to July 18, 1973

Introduction

This is the final report of PCE/7-10 for the period January 19, 1972 to July 18, 1973. The evaluation was conducted partially by a project evaluation team consisting of:

Pete Taylor
Dick Gardner
Marlene Pickens

However, the responsibility for this report rests entirely with the special consultant.

Procedures

PCE/7-10 has been handicapped for the duration of its operation by an evaluation effort which failed to materialize. The Oregon Board of Education sought to provide maximum assistance to project personnel through a process of formative evaluation.

The process required a team of specialists and informed professionals in career education to serve as general counsel to PCE/7-10 staff. It meant that the project staff would meet regularly with the specialists and evaluation team, receive advice on data collection and reporting requirements and be advised of findings and conclusions of specialists and team members as constructed from observation and documentation.

In theory, the plan was sound. In practice it faltered and fell short of its mark. The reasons are many and varied, but probably the most significant is accessibility. Neither the specialists (primarily from the Oregon Board of Education) nor the evaluation team were as accessible to the project staff as was required for success.

Inaccessibility bred conflict between the project staff and evaluation team members which in turn made the process of formative evaluation cumbersome and unworkable. (For more detail on the breakdown in evaluation efforts, see findings and conclusions.)

In an effort to be more accessible, the Oregon Board of Education, project staff and evaluation team sought to provide direct contact with the project through contract with the special consultant as technical assistant to the team. This was in December, 1972.

The end result was to forego formative evaluation as a process and concentrate on the collection of data which would indicate project level of goal achievement. The product of this thrust, in the final stages of the project, is the project Evaluation Plan (see Exhibit I), accompanying data collection instruments (see Exhibit II A, B, C & D) and the presentation of data (see Section I, Findings).

The evaluation plan does not challenge the goals and objectives as written but rather simply restates each without the aid of interpretation.

Vaguely stated goals and imprecisely written objectives have reduced the value of these data. Objectives written in precise measurable terms did not require interpretation and, as such, indicate degree of progress toward achievement of those objectives.

Materials presented in Section II represent the personal evaluation conducted by the consultant, based on interview and observation. The findings and conclusions in Section II are almost entirely subjective and only rarely supported by hard data.

Expected Performance Standards

The project staff objectives nearly always were stated in terms of "Every student shall . . ." which indicated a desired expected performance of 100%. Since questionnaires were used to test a sample of at least 20 students, it was decided to set the performance standard at 85%, slightly under the 88.8% which is statistically the same as 100% at the 5% level of significance.

The 100% expected performance level was kept for dealing with the existence of file folders since these data were collected by observation rather than the questionnaire.

One question dealing with the use of OAS had a 50% expected performance level because of the possibility of limited computer access time.

Findings

I. To develop an overall articulation plan, kindergarten through grade 12, with specific detailing of the grade 7-10 program plan.

Met. See MAAPS Publication which has been attached to and made a part of this report.

No assessment of the quality or value of this product was conducted. However, the fact that the process by which MAAPS was constructed, is now being employed by other schools in the district, is a strong indication of its value and importance to district personnel.

II. To identify, design, and implement curriculum and staff development programs required by the grade 7-10 plan in order to provide guidance to the learner through the instructional activities that will enable career choice.

A. To establish an individual file folder for maintaining career data throughout the student's exploratory years.

1. Each student will have a file folder located in a central place (homeroom in grades 7 and 8, Hum 1-2 Resource Center in grade 9 and English Resource Center in grade 10).

MEAS: A 5% sample of all students in grades 7-10.

EPS: There will be a file for 100% of the sample and these files will be located in the stated place.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	100	97.2	100	79.4	98.1	92.9	not met, exc. 8
ii)	100	97.2	100	73.5	51.7	82.9	not met, exc. 8

2. Each file will contain a Summary Record Card and other materials such as self-inventory records, career cluster exploratory records, personal resumes (grade 10 only).

MEAS: The folders of a 5% sample of the students in grades 7-10.

EPS: 100% of the folders will contain a Summary Record card and at least 85% of the folders will contain at least 1 other document as related in the action plan.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	100	100	100	92.6	100	98.5	met, exc. 9
ii)	100	100	100	92.6	100	98.5	met, exc. 9

3. Students will use the files periodically for career purposes.

MEAS: A questionnaire administered to a 5% sample of the students in grades 7-10 asking:

1) Do you have a Career file folder?
2) If so, have you ever used it?
3) If so, what did you use it for?
4) Also if so, how many times did you use it?

EPS:
1) At least 85% will respond positively to Q1.
2) Of those who respond positively to Q1, at least 85% will respond positively to Q2.
3) Of those who respond positively to Q2, at least 85% will state a career reason in Q3 and will have used it at least 2 times, this year.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0	97.2	100	79.4	93.1	92.9	met, exc. 9
ii)	85.0	94.3	87.8	25.9	55.6	70.0	met, elem, not HS
iii)	85.0	90.9	91.7	28.6	73.3	83.5	met, elem, not HS

B To provide a self-evaluation and understanding program for students in each of the project schools in grades 7-10.

1. Each 7th grade student will have used the Job-O Interest Inventory.

MEAS: A questionnaire to a 5% sample of 7th grade students asking:

1) Have you used the Job-O Inventory?

EPS: At least 85% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0	83.3					not met

2. Each 7th grade student will have completed a research of the job that is of greatest interest to him/her.

MEAS: Same as II-B-1, asking:

2) Was there a job of interest to you either from the inventory of interests or from your past experience?

3) What was that job?

4) What produce or service does that job provide?

5) Name a skill one needs for that job.

EPS: Of those who respond positively to Q2, at least 85% will be able to answer questions 4) and 5) correctly for the job stated in question 3).

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0	64.5					not met

3. Each 8th and 10th grade student will have used the U.S. Interest Survey and have been provided a computer printout of its results.

MEAS: A questionnaire to a 5% sample of grade 8 and 10 students asking:

1) Have you used the U.S. Interest Survey?

2) If so, did you receive a computer printout of its results?

EPS: At least 85% will respond positively to both Q1 and Q2.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0		92.7		75.9	85.7	met 8, not 10

4. Each 8th and 10th grade student will have been counseled on the results of the U.S. Interest Survey.

MEAS: Same as II-B-3, asking

3) Did some one work with you alone or with other students in a group to help you make decisions on this information?

EPS: At least 85% of those responding to Q1 and Q2 will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0		44.7		90.9	61.7	met 10, not 8

5. Each 10th grade student will have taken the GATB.

MEAS: A questionnaire to a 5% sample of grade 10 students asking:

1) Did you take the GATB?

EPS: At least 85% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0				100		met

6. Each 10th grade student will have been counseled on the results of the GATB per se and in relation to U.S. Interest Checklist and other data.

MEAS: Same as II-B-4, except 10th grade sample and asking:

1) Did someone work with you alone or with other students in a group to relate the GATB to the U.S. Interest Checklist and other material?

EPS: At least 85% of those responding positively to Q1 in II-B-5 will respond positively to Q3 and Q4.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0				93.1		met

7. Students in the 8th, 9th and 10th grades will have an opportunity to use the Occupational Access System at Marshall High School.

MEAS: A questionnaire to a 5% sample of 8th and 9th and 10th graders asking:

1) Did you have an opportunity to use the OAS on the computer terminal here?

EPS: At least 50% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
50.0		61.0	35.3	24.1	42.3	met 8, not HS

8. A 10th grade student will be able to list occupational titles and job requirements of persons with similar interest and aptitudes.

MEAS: A questionnaire to a 5% sample of 10th grade students asking:

1) Name 3 jobs that you are interested and for which you have the aptitude

2) For each job, what is the main product or service?

3) What education beyond the 10th grade does one need for each job?

4) For each job which of people, data, things is most evident?

EPS: At least 85% will be able to perform each task.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0				44.8		not met
ii)	85.0				24.1		not met
iii)	85.0				24.1		not met
iv)	85.0				41.4		not met

C. Career Education resources will be used by students in PCE 7-10 schools.

1. Students in grade 7 will demonstrate an ability to use the newspaper as a Career Education resource.

   MEAS: Questionnaire to a 5% sample of 7th graders, asking:

   1) How would you use a newspaper to learn about jobs, other than the want-ads?

   2) How would you use the want-ads to find out information about jobs?

   EPS: At least 85% will be able to state at least one use for Q1 and for Q2.

   RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0	44.4					not met
ii)	85.0	69.4					not met

2. Students in grade 7 will have used the Occupational Outlook Handbook in correlation with Job-O and other exploratory experiences.

   MEAS: A questionnaire to a 5% sample of students asking:

   1) Did you use the Occupational Outlook Handbook this year?

   EPS: At least 85% of those responding positively to Q1 in II-B-1 will respond positively.

   RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0	70.0					not met

3. Students in grade 7 will become aware of jobs relating to people, places, and things through the use of resources such as SRA kits, printed materials, and audio-visuals.

MEAS: A questionnaire to a 5% sample of grade 7 students asking:

1) Name 3 other things you used this year that helped you to find out about how jobs relate to dealing with dealing with people, places, and things.

EPS: At least 85% will be able to name at least 1 item.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0	66.7					not met

4. Students in grade 8 will demonstrate an ability to find specific occupational information in the DOT for a given title.

MEAS: A questionnaire to a 5% sample of 8th grade students asking:

1) If you wanted to find out how much a person who is a Meat Cutter deals with people, places and things, how would you use the Dictionary of Occupational Titles to get this information?

EPS: At least 85% will describe a procedure of finding the last 3 digits of the Meat Cutter job number and referring to the page for that job.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0		9.8				not met

5. Students in grade 8 will be able to list the major industries of greatest employment availability in Oregon through use of Manpower Resource of the State of Oregon.

MEAS: A questionnaire to a 5% sample of 8th grade students asking:

1) Name 3 major industries in Oregon that have the greatest number of available jobs.

EPS: At least 85% will be able to list at least 1 of the 3 major industries with the greatest employment availability as listed in the Manpower Resource documents for Sept. 1972 through April 1973.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0		51.2				not met

6. Students in grade 8 will have had the opportunity to choose and explore at least 2 areas of interest through the use of SRA kits, OOH, and other resources.

MEAS: A questionnaire to a 5% sample of grade 8 students asking:

1) Have you had the opportunity of exploring at least two jobs or hobbies that interest you?

2) If so, please name 3 things you used this year to help you in this exploration.

EPS: At least 85% will respond positively to Q1.
At least 85% of the positive respondents to Q1 will list at least one item in Q2.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0		63.4				not met
ii)	85.0		73.1				not met

7. Students in grade 8 will analyze themselves in relationship to jobs that focus on people, data and things through the use of the Interest Survey print-out and DOT.

MEAS: A questionnaire to a 5% sample of 8th graders asking:

1) How do the jobs that seem to interest you involve working with people, data and things?

EPS: At least 85% will be able to make some statement about the relationship.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0		31.7				not met

8. Students in grade 9 will be familiar with the Oregon clusters and related occupations.

MEAS: A questionnaire to a 5% sample of 9th graders asking:

1) Name as many of the Oregon clusters as you can.

2) For each cluster you can name, name three occupations related to the cluster.

EPS: At least 85% will be able to name at least 2 clusters and at least 2 related occupations for each named cluster.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0			11.8			not met

9. Students in grade 9 will become aware of employment trends and projections through the use of the Oregon Cluster Guides.

MEAS: A questionnaire to a 5% sample of 9th graders asking;

1) Have you used an Oregon cluster guide during the past year?

2) What information did you get from the guide?

EPS: At least 85% will respond positively to Q1 and at least 85% of those who respond positively to Q1 will make at least 1 statement about an employment trend in Q2.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0			14.7			not met
ii)	85.0			100.0			met

10. Students in grade 10 will become familiar with employment trends and projections through the use of the OOH and its supplements.

MEAS: A questionnaire to a 5% sample of 10th graders asking:

1) Have you used the Occupational Outlook Handbook this year to help you make a tentative cluster choice?

EPS: At least 85% will answer positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0				48.3		not met

11. Students in grade 10 will use the DOT for interpretation of the GATB print-out to aid in making a tentative cluster choice.

MEAS: A questionnaire to a 5% sample of 10th graders asking:

1) Have you used the DOT and your GATB results to help you make a tentative cluster choice?

EPS: 85% of those answering positively to Q1 in II-B-5 will answer Q1 positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0				72.4		not met

D. To provide field trips to students at each grade level with the emphasis on Career exploration.

1. Students in grades 7-10 will have had an opportunity to visit businesses and on-site jobs.

MEAS: A questionnaire to a 5% sample of 7-10 graders, asking:

1) During the past year did you take a trip from this school to learn about jobs in some way?

EPS: At least 85% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0	52.8	85.4	14.7	20.7	46.4	not met, exc. 8

2. Students in grade 10 will have had hands-on experience in a cluster(s) of their choosing.

MEAS: A questionnaire to a 5% sample of 10th graders asking:

1) Have you had some experience working with people who work in jobs related to your cluster choice?

2) If so, about how many hours did you spend working with them?

EPS: At least 85% will respond to Q1 positively. At least 85% who respond positively to Q1 will have spent at least 8 hours of time working.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0				17.2		not met
ii)	85.0				80.0		not met

3. Students will be able to identify jobs relating to people, data and things within the business or industry visited.

MEAS: A questionnaire to a 5% sample of 7-10 graders, asking:

1) Where did you visit on the trip?

2) Name a job there which is related greatly to working with people.

3) Name a job there which is related greatly to working with things.

4) Name a job there which is related greatly to working with data.

EPS: At least 85% of those who answered positively to Q1 in II-D-1 will answer Q2, Q3 and Q4 correctly related to Q1.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0	52.6	48.6	60.0	83.3	53.8	not met
ii)	85.0	63.2	65.7	80.0	66.7	66.2	not met
iii)	85.0	36.8	51.4	100	83.3	53.8	not met, exc 9

4. Students will be able to identify health, safety and grooming standards required by the business or industry visited.

MEAS: Same as II-D-3, asking:

5) Name a health standard needed for a job you saw.

6) Name a safety standard needed for a job you saw.

7) Name a grooming standard needed for the job you saw.

EPS: At least 85% of those who answered positively to Q1 in II-D-1 will answer Q5, Q6 and Q7.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0	21.1	48.8	20.0	50.0	43.1	not met
ii)	85.0	52.6	48.8	40.0	0.0	44.6	not met
iii)	85.0	52.6	54.3	60.0	50.0	53.8	not met

E. To use speakers with a career emphasis as a means of career exploration at each grade level.

1. Students in grades 7-10 will have the opportunity to hear speakers discussing aspects of careers.

MEAS: A questionnaire to a 5% sample of 7-10 students asking:

1) During the past year, did you have the opportunity to hear at least 1 speaker in your classroom or in an Assembly?

EPS: At least 85% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0	91.7	97.6	91.2	86.2	92.1	met

2. Students in grade 10 will acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

MEAS: A questionnaire to a 5% sample of 10th graders giving them the action plan statement and asking:

1) Do you agree or disagree with this statement?

EPS: At least 85% will respond that they agree.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0				93.1		met

III. To develop guidance and counseling services in connection with the instructional program.

A. To provide staff with materials and resources in order for them to act as guides and counselors.

1. Staff will have participated in a G&C developmental program.

MEAS: A questionnaire to all staff, asking:

1) Have you participated in a PCE-sponsored workshop or other activity where you learned about career education resources and materials.

EPS: at least 85% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0					75.3	not met

2. Staff will provide classroom activities to students to guide them in career exploration.

MEAS: Same as III-A-1, except,

2) Have you provided classroom activities this past year relating subject matter to career exploration?

EPS: At least 85% will respond positively.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0					91.8	met

3. Staff will be able to relate how they guide students through classroom activities to career exploration.

MEAS: Same as III-A-1, except:

3) Please give an example.

EPS: At least 85% will be able to give an example.

RESULTS:

Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
85.0					56.5	not met

4. Students will state examples of how they were guided and counseled.

MEAS: A questionnaire to a 5% sample of grade 9 and 10 students asking:

1) Think of the subject you took most closely related to your job interests. Did your teacher give you any materials relating this subject to your job interests?

2) Did the teacher spend some time talking with you about the subject you were studying and how it related to your job?

3) Think about the subject you took most unrelated to your job interests. Did your teacher give you any materials relating that subject to your job interests?

4) Did that teacher spend any time talking with you about the subject you were studying and how it might relate to your job interests?

EPS: At least 85% will respond positively to Q1, Q2, Q3, and Q4.

RESULTS:

	Expected %	% 7	% 8	% 9	% 10	% Total	Final Status
i)	85.0			41.2	51.7	37.7	not met
ii)	85.0			47.1	34.5	41.3	not met
iii)	85.0			29.4	27.6	28.6	not met
iv)	85.0			35.3	41.4	38.1	not met

B. To develop guidelines for instructional materials required to support career-oriented instructional strategies.

1. CPE 7-10 staff will have written guidelines for instructional materials in a variety of subject matter areas.

MEAS: Printed copies of the guidelines.

EPS: Sets of guidelines for at least 20 courses and sets of guidelines for at least 4 subject matter blocks.

RESULTS:

Not met.

IV. To implement an evaluation process for the project.

Not met. (See summary of findings and conclusions for detail.)

SECTION II

Introduction

PCE/7-10 has concluded eighteen months of career education activities which have contributed to the results described in Section I. These results suggest that seventh and eighth graders responded more positively to career education activities than did the ninth and tenth graders. There exists the possibility that the random selection may have somehow been skewed in grades 9 and 10, although it is not likely , or that the sample population simply produced a disproportionate number of under-achievers and show learners, although this too is unlikely.

What is likely is that the results of Section I will not provide sufficient information to answer basic questions of project value to staff and students and the transportability of project events and activities. What is also likely is that the evaluation has raised more questions than it has answered.

This is not uncommon, as initial efforts, such as PCE/7-10, usually will require change during the second stage, based on initial experiences. Whereas a few were familiar with career education concepts, such as Marysville School, the majority of project participants were not.

Under the circumstances, it may be of value to project participants to have the additional findings of the consultant, findings based largely on personal observation, interviews and review of project materials. Because data are not available to incontrovertibly identify positive and negative aspects of the project, the findings stated in Section II are subjective in nature.

Findings and Conclusions

1. The Value of Project Goals and Objectives.

Project goals and objectives survived the period of the project without change. It is difficult to conceive of the situation in which project goals and objectives for any project would remain unchanged. Unchanged goals and objectives indicate that they were either 1) ignored by project personnel in administering the project, and in this event were only written to satisfy requirements for the grant; or, 2) vague enough to allow interpretation at will and, therefore, required no change--only new interpretation; or, 3) a true reflection of project direction, which remained unchanged for the duration of the project. It is suspected that in the case of PCE/7-10 project goals and objectives were left for the interpretation of the reader. This, of course, makes agreement on goals and objectives easily achieved but, at the same time, it leaves the project without a plan.

With a regular assessment and rewriting of goals, new directions are established. A change in goals and objectives is a healthy step, reflecting attention to experience and variables which may take a project off course or establish for it a new course.

Too often project personnel feel locked-in to goals and objectives as originally stated. Again, it is difficult to fault project personnel if funding agencies have not made it clear that goals and objectives ought to be rewritten to reflect new and better direction.

All this is not to say that the project personnel did not change direction when they felt a change was required, for they did. However, by failing to change the goals and objectives to reflect new direction, there was little if any documentation of changes and no evidence as to why the change in direction took place. The lack of documentation seriously hampers transportability of the project. By not documenting change, replication of the project may carry with it all the ingredients for making the same errors over again.

One final point about the project's goals and objectives: Nowhere did project documents suggest a priority for the project's goals and objectives. It was clear that file folders, field trips and speakers had a high priority among project personnel, as project resources found their way to this level. Were these consciously identified priorities or merely easily achieved and, therefore, frequently pursued? Failure to consciously set priorities always leads one to think that either 1) there are no priorities, and as such all should be, but rarely are, treated equally; or, 2) priorities are hidden, which always results in wasted expenditures of resources to keep them hidden; or, 3) priorities are allowed to set themselves, which means that the "squeaky wheel will get the grease".

Perhaps it would be beneficial if project personnel would periodically reassess project goals and objectives and change or reaffirm each in writing. And, although the struggle to say that one goal or objective is of a higher priority than another is difficult, it is almost always beneficial in the allocation of limited project resources.

2. The Transportability of PCE/7-10.

The transportability of any project depends on the degree of documentation achieved during the course of the project. Record keeping, like many administrative duties, is low on the list of things that must be done. Usually, project personnel are too busy making the project function to be concerned about logging those events and activities which made it function.

Perhaps project personnel could emphasize the need for such documentation and support that belief by allocating time and materials for record keeping and provide staff training in the basic techniques of such documentation.

3. The Identification of the End Product.

The clearest expression of a product comes from page 8 of the letter to Dr. S. P. Marland Jr. which states:

> "Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of cluster based skill training programs in which to participate beginning at grade 11."

Although there are aspects of this statement left unclear, such as the definition of "many jobs" and "informed, though tentative," it is clear that intent of the project is that "every" learner will possess the ability to make a choice about which career cluster program is right for him or her.

To measure achievement of this product, it would be necessary to go into grade 11 and ascertain whether "every" learner did in fact make a choice. You perhaps could assume from the fact that a choice was made, that the learner was able to make the choice. However, one could then ask to what end is the learner's choice of a cluster made? For a job? Perhaps. At any rate, the question "To what end is this being done?" has its value in insuring a product-oriented project. To what end are learners 1) compiling file folders; 2) engaging in self-evaluation and understanding exercises; 3) participating in field trips; 4) hearing speakers; and, 5) utilizing career education resources? To what end?

It is difficult from project materials to tie the career activities being conducted to an end-product, although I'm certain it could be identified.

4. The Organization of PCE/7-10.

PCE/7-10 was well organized. This judgment is based on the ability of the project coordinator to communicate with project participants.

The role of building coordinators was key and clearly one of the strongest features of the project. The results presented in Section I suggest that at grades 7 and 8 there was significant payoff. The failing to produce similar payoff at grades 9 and 10 may have been due in part to the sheer number of students to be served. Of course there are other reasons too -- the less structured scheduling which made student access more difficult and the possible attitude change in students as they make the transition to high school.

Marysville School offers some evidence of the very real value of having building coordinators, as the progress in terms of staff and student participation improved significantly during the second and third years of operation with career education. This sort of progress is no doubt due to the efforts of the building coordinators and their experiences are easily translated to other project participants.

5. The Level of OBE Support.

The Oregon Board of Education sought to provide manpower support to the project on two fronts.

First, through the use of an evaluation team and the process of formative evaluation and second, through the provision of career education specialists.

In the first instance, the project was not well served by the evaluation team. This was probably due to the busy schedules of team members who could not easily meet to carry out tasks required to complete the evaluation. The PCE/7-10 evaluation, and efforts of the team, were further hampered by the absence of an evaluation plan (see Summary of Findings for additional detail).

With regard to the provision of OBE career education specialists, there appears to be a conflict, not in the belief that such specialists were not provided, but rather in the reasons. Project personnel recount numerous requests, almost all verbal, for such assistance while OBE personnel suggest a lack of initiative on the part of project staff to inform the board of needed services. The breakdown in communication described here would seem to be best resolved by project staff making requests for specialists in writing.

6. The Expected Performance Standards.

Project materials consistently strove for perfection. Goals and objectives were couched in terms of "every student," all staff," and

"100%" this and that.

Whereas such achievement are desirable, they are almost always unrealistic statements of expected performance. Goals and objectives should reflect more realistic performance standards. Otherwise, it suggests that goals and objectives are written only to please others, not as a pursuit of the project (see number 1 above for more detail).

7. The Value of Progress Reports.

Since all project personnel will be continuously overwhelmed with responsibilities for completing career education tasks, other more ancillary duties such as reporting progress will be compromised, not completed or be without value when submitted.

It was the observation of this consultant that building reports lost much of their value through excess verbage and inconsistent reporting techniques and reporting formats. Accordingly, there would seem to be value in directing some attention to structuring reporting duties.

8. About File Folders.

Although it was generally concluded that goals and objectives for file folders were achieved, there were some problem areas which surfaced during the evaluation.

First, was the overwhelming desire on the part of staff to keep these file folders confidential. So much so that they were reluctant to review the contents, except at the student's request. From first hand review of the file folders sampled, it was evident to this writer that the folders were serving as a storage jacket with little or no attention to synthesis and analysis of its contents for the purpose of decision-making. Many file folders contained only the most minimal of materials, those required, with little evidence of meaningful or creative use in the pursuit of career education.

9. The Availability and Accessibility of Career Education.

Career education resource centers were evident at each building and varied in their storage design from a file drawer to a large room. Almost without exception centers were inadequate (possible exception of Marshall High School). Specifically, locations were inconvenient, cataloguing was poor, materials were insufficient and often not relevant and the centers were generally not easily accessible to staff or students and not designed for student use.

10. The Involvement of Staff in Special Assignments or Projects Relating to Career Education.

In order to be successful in the classroom, staff must be involved in the project. It was evident that the perennial problem of time was again a factor in keeping staff from heavy involvement in career education. Aside from the normal hesitation associated with entering something new, there is also the following:

1. unwillingness to give up class time for training because of responsibility for scheduling a substitute, preparing lesson plan and losing continuity with their students;
2. inability and reluctance to break from traditional methods of instruction;
3. lack of recognition, either formally or informally, for involvement. No credit, pay or comp time.

Before students will become excited about career education, staff must become excited about career education.

SUMMARY OF FINDINGS

I. To develop an overall articulation plan, kindergarten through grade 12, with specific detailing of the grade 7-10 program plan.

The MAAPS document has probably been the single most important piece of evidence of transportability that has come out of PCE 7-10. Its adoption by other attendance areas in the district is evidence of this and its value in the process of articulation.

As mentioned earlier, MAAPS was not evaluated for quality but merely quantitatively by observation of its existence. This is not meant to detract from the quality of the document, but only to acknowledge that the evaluation attempted only verify that an overall articulation plan existed and that it did deal specifically with the grade 7-10 program.

II. To identify, design, and implement curriculum and staff development programs required by the grade 7-10 plan in order to provide guidance to the learner through the instructional activities that will enable career choice.

From student response the identification and design of the programs seems to have been generally completed. But the implementation has been either partially completed or completed contrary to expected criteria.

A. File Folder: The furthest implementation is the file folder concept, but their expected use is found mainly in grades 7 and 8, not in grades 9 and 10.

B. Self-Evaluation: Self-evaluation and understanding outcomes have generally not been met, and when they have -- in one case -- in an uncoordinated fashion. This is the use of the U.S. Interest Survey and counseling provided on its results. In grade 8, 93% of the students indicated they had taken the survey, but only 45% of these had received counseling on the results. In grade 10 only 76% of the students took the survey, but 91% of these had received counseling on the results.

C. Resources: The use of Career Education resources was for all intents and purposes not met as expected. Responses to questions about resources ranged from 10% of the 8th graders, indicating they could use the DOT to look up information about a job, to 70%

of the 7th graders indicating their use of the OOH in correlation with Job-O.

D. Field Trips: With respect to field trips, roughly 85% of the 8th graders indicated they had taken one. In grades 9 and 10, the same percentages were 15 and 21 respectively. In most grades, between 50 and 70% of the students who took the trips could answer questions about them in terms of Career Education concepts.

E. Speakers: Only in terms of accessibility of speakers was there evidence of full implementation.

III. To develop guidance and counseling services in connection with the instructional program.

75% of the staff participated in G&C programs. While 92% of the staff said they had provided classroom activities relating subject matter to career exploration, only 57% could demonstrate this in writing. Roughly 40% of the 9th and 10th grade students remembered being guided or counseled by the person teaching the class most related to the student's interests; about 34% remembered being guided or counseled by the person teaching the class most unrelated to the student's interests. (The latter case broke down into 29% remembering being guided, 38% being counseled.)

IV. Design and implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination.

The evaluation component of this project has failed. It is not because of a lack of contribution to the furtherance of career education that it has failed, for it has surely had its impact, but rather because it has produced no hard data which will 1) identify level of achievement; 2) aid in planning future career education ventures; 3) allow the transport of important advancements for replication elsewhere; and, 4) guide project personnel in its completion.

The evaluation failed because it lacked the support of a properly constructed evaluation plan. For want of a plan, important data were not collected and for want of data, advancements are lost because they cannot be reconstructed and recorded.

Evaluations are generally conducted for the purpose of measuring achievement. When constructed properly, the evaluation will indicate level of achievement and produce planning data on which all can rely. When constructed improperly, or [illegible] at all, the project will be termed a success, with no evidence to support or deny this contention, and the evaluation will only rarely produce planning data which are reliable.

PCE/7-10 did not have a properly constructed evaluation plan. The result is that the project must be termed a success since there are no data to the contrary, and since project personnel view it that way.

The monies expended for an evaluation of PCE/7-10 have failed to produce the desired result. Empirically, the monies have been wasted, although there is bound to be some value in any well-intentioned effort. PCE/7-10 is not atypical in its evaluative efforts. Projects such as this have all suffered from an evaluation conducted "after the fact." It is not intended that evaluations be conducted in this manner, but it happens -- and it happens because projects are allowed to begin without having a properly constructed evaluation plan under which achievement may be measured and reliable planning data collected.

To attempt construction of an evaluation plan after the project has begun is folly. In most cases, proposed project objectives are not written in precise, measurable terms and, therefore, require rewriting. Since project personnel are heavily involved in administering the project, rewriting objectives loses all importance. What is the saying which gained such popularity in recent years -- "It is hard to remember that the objective was to drain the swamp, when you are up to your ass in alligators." A properly constructed evaluation plan would have reminded this mythical administrator that it was time to drain the swamp in order to avoid being caught up to his ass in alligators.

To avoid evaluation "after the fact," the funding agency should have reviewed and approved a project evaluation plan before funds were awarded. Once a project is judged fundable, an outside evaluation team or third party evaluator should meet with project personnel to:

1. insure that project objectives are written in precise, measurable terms;
2. design evaluative techniques and instruments which will insure the collection of reliable data from the beginning of the project;
3. establish mutually agreeable means for having the project monitored;
4. schedule times during the project when the evaluators and project personnel can meet for interim or "formative" evaluation sessions.

Finally, the funding agency should name the evaluation team. Evaluation personnel identified in the proposal by project designers usually have either participated in the construction of the proposal or have been long time associates of the project personnel. In either case, they are rarely without a vested interest which may reduce their objectivity rating significantly.

The investment of man-hours to construct an evaluation plan prior to the beginning of a project will result in an overall reduction of man-hours expended for the purpose of evaluation.

No evaluator desirous of doing a professional job can condone the method of evaluation which is so prevalent in projects today. And, no funding agency should condone it by allowing it to continue. To allow continuance will surely result in a less than professional evaluation by less than professional evaluators.

Recommendations

From the evaluation here presented, the following recommendations are made for PCE/7-10 project personnel:

1. conduct a pre-project critique of next year's project proposal to insure that objectives are written in precise, measurable terms. Seek the assistance of district evaluation specialists in the pursuit of this recommendation.
2. provide for the construction of a project evaluation plan immediately upon completion of the pre-project critique. Third party evaluators should construct the evaluation plan and district and Oregon Board of Education evaluation specialists should officially review and accept, reject or request modification of the plan.
3. the evaluation plan should call for the collection and analysis of data on at least three occasions during a twelve month period which will serve as the basis for verifying project direction or changing it. Review of these data with project personnel would be the responsibility of the third party evaluator.
4. building coordinators should be trained in the basic techniques of documentation, including record keeping, logs, the provision of quantitative and qualitative data, and data analysis. This will allow each to construct data for documentation of special projects.

5. file folders should be reviewed regularly with students by guidance personnel. Student permission could be easily acquired as the test group evidenced no hesitation in having complete strangers (evaluators) review the contents of their folders. The review should result in a written assessment of the folders content and the decisions made by the student as a result of the review. The written assessment should then be made a part of the file.

6. resource centers should receive special attention to bring them to a state of utility and accessibility for students and staff. The following guidelines may assist project personnel in this effort:

   a. request trade and professional organizations to prepare resource material expressly for the student -- most materials are geared to prospective employees;

   b. separate staff resources from student-oriented resources;

   c. purge resource files regularly;

   d. construct incentive program to introduce staff and students to resource center;

   e. assign specific staff responsibility of reviewing all incoming materials and recommending action such as 1) where to file; 2) suspense date for purging; 3) whether summary sheet should be prepared; and 4) distribution plan.

   f. encourage all staff to contribute materials to resource center.

7. self-analysis and understanding test results, such as the GATB, U.S. Interest and CIAS, should be analyzed and the results reviewed with the student by guidance personnel and made a part of the student's file folder.
8. reports from building coordinators should be organized in a manner which will insure that data produced are comparable. This suggests the need for a standard format. The format should require check responses to prepared questions which relate directly to the project goals and objectives, and require only brief narrative descriptions and then only when the information cannot be collected in a more objective manner.
9. student samplings taken for evaluative purposes should be checked against standard achievement test results to insure that the sampling is not skewed.
10. With the rapid growth that has taken place during the past project period, it will be important now to concentrate on the construction of a sound organizational structure if growth is to continue in a planned and orderly way. Special attention should be directed toward this end.

Summary

PCE/7-10 has had significant impact on the incorporation of career education concepts into traditional subject areas and the introduction of staff to the concept of career education.

Like most initial efforts, growth has been quick and extensive and generally laden with bugs. This is to be expected. During future efforts many of the bugs will be removed and the project become more orderly. The most important thing is that the concept of career education has reached new people and the contact has been positive.

APPENDIX B

GOALS - COMPONENTS AND CONCEPTS FOR PCE / 7-10

Dale Parnell
erintendent of Public
uction

nard Kunzman
ctor of Vocational
cation

ald Gilles
rdinator, Program
elopment and Evaluation

Dan Dunham
rdinator, Applied Research

R. W. Blanchard
erintendent of Portland
lic Schools

ald McElroy
cutive Assistant
erintendent of
ninistration and Planning

vin Rasmussen
ctor of Career Education

nard Carpenter
stant Director of Career
cation

oy Wallis
a II Career Education
cialist

PROJECT SCHOOLS

shall High School
Gaynor Petrequin, Principal
iam Tapfer, Vice Principal
ce Richards, Coordinator

nsmead Middle School
ph Cherry, Principal
rey Van Landuyt,
Coordinator

y Elementary School
es Bow, Principal
Stuart, Coordinator

Elementary School
on Norman, Principal
oy Hesgard, Coordinator

ysville Elementary School
n Spathis, Principal
herine Williams,
Coordinator

tman Elementary School
old Cook, Principal
ert Foster, Coordinator

dmere Elementary School
ert Neidhigh, Principal
hard Saulsbury,
Coordinator

preparation
PCE/7-10 PROJECT CAREER EXPLORATION
awareness

PORTLAND PUBLIC SCHOOLS
Dr. Don W. James Area II Superintendent
Tom Parr Project Coordinator
3905 S. E. 91st Avenue / Portland, Oregon 97266
Phone: (503) 777-2339

GOALS, COMPONENTS AND CONCEPTS
FOR
PROJECT CAREER EXPLORATION 7-10

Attached you will find the project goals, components and concepts that will be implemented during the 1972-73 school year. These goals, components and concepts were developed by teachers from the project schools during two workshops held in June and August of 1972.

If this office can be of further assistance we will be pleased to honor your request.

Tom Parr

Project Career Exploration 7-10 is based upon the Area II Goal of Portland Public Schools which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

Goals for Career Exploration grades 7 through 10 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

a. gather for his own use as much information about himself as possible - his needs, goals, abilities, values, interests, attitudes, beliefs and traditions.

b. learn to use resource materials and personnel for in-depth study of occupations.

c. evaluate himself as a future employee - what factors about him might affect his getting, holding, and succeeding in a job.

d. recognize the inter-relationship of the life roles: careers, leisure, family, and citizenship.

e. acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

f. apply and extend the basic skills of reading, computation, composition and spelling.

g. further develop communication skills through speaking and listening.

h. recognize the importance of legible writing or printing as a means of communication.

The outcome listed below is the minimum expectancy for each grade level.

By the end of grade 7 each student will:

a. become aware of occupational classifications and career clusters.

b. become aware of jobs relating to people, data, and things.

c. have had opportunity to choose and explore at least one area of career interest.

d. have made at least one on-site job observation.

e. demonstrate skills in the use of career education resources.

f. use a survey as a means of identifying individual interest areas and related occupations.

g. have had instruction and experience in the basic safe use of common household tools.

h. establish an individual file for maintaining career data throughout his school career.

i. have had group guidance and personal counseling by a professional staff member to assist in educational planning and course selection for grade 8.

j. have applied for and received a social security card.

By the end of grade 8 each student will:

a. become familiar with occupational classifications and career clusters.

b. analyze himself in relationship to jobs that focus on people, data, and things.

c. have had opportunity to choose and explore at least two areas of occupational or avocational interest.

d. have participated in planned field trips to observe representative occupations in the community.

e. be able to list the major industries of greatest employment availability in Oregon.

f. demonstrate ability to find specific occupational information in the Dictionary of Occupational Titles for a given job title.

g. demonstrate knowledge of health and safety practices and their relation to an occupation.

h. demonstrate an understanding of the importance of grooming relative to finding and fulfilling a job.

i. have had group guidance and personal counseling by professional staff members to assist in educational planning and course selection for grade 9.

By the end of grade 9 each student will:

a. have demonstrated his understanding of the relationship of a job to family, citizenship and leisure time.

b. have explored businesses representing a variety of industries to become aware of job opportunities.

c. be familiar with the clusters developed in Oregon and be able to list occupations related to each of these clusters.

d. become aware of employment trends and projections.

e. have had an opportunity to hear speakers from the community - to aid in tentative cluster choices.

f. have identified a maximum of three tentative cluster choices that have been arrived at based on instruction, experience and guidance.

g. have applied for and received a work permit.

By the end of grade 10 each student will:

a. learn to use and incorporate knowledge of himself - his strengths and weaknesses, needs, values, abilities and skills - in decision making and in assessing and developing his tentative career cluster choice.

b. have experience with others in a planned small group situation using communication skills and learning to relate and interact.

c. have on file a satisfactorily written resume including all information identified as important by a job placement specialist.

d. have had an opportunity to take and have interpreted to him an interest survey and an aptitude test.

e. have had a minimum of 8 hours of hands-on experience in a cluster(s) of his choosing.

f. become familiar with employment trends and projections with an emphasis on his tentative cluster choice.

g. have considered each of the available career clusters in the Portland Metropolitan area and made a tentative cluster choice.

FILE FOLDER

GOAL: To establish an individual file for maintaining career data throughout the student's exploratory years.

CONCEPTS:

1. Students will have an opportunity through maintainance of the folder over a four-year exploratory program to enhance their self-understanding.
2. As the student approaches the summer of his sophomore year he will be able to develop a personal resume by using the information contained within the folder.

OBJECTIVES:

The purpose of the file will be:

1. to provide a major motivational tool for the PCE 7-10 program.
2. to develop student responsibility by having him maintain his own Career Exploration file folder.
3. to have the student's career education data in one place for periodic self-evaluation and planning.
4. to record evaluations of the student's exploratory and hands-on experiences.
5. to include records of self-inventory surveys and interpretations.
6. to be used for a personal resume at grade 10.

The essential content of the file will be:

1. Composite four-year (grades 7-10) SUMMARY RECORD CARD (color card).
2. Self-inventory print-outs and records (Job-O, Interest Check List, OIAS, GATB)
3. Personal resume done in grade 10.
4. Record of career cluster exploratory experiences.
5. Any other materials which the student feels are necessary for his information to be used in his career education planning.

The implementation of the file will include:

1. establishment of the file at grade 7 (during the first year of implementation, all grades 7-10 will establish a folder).
2. availability for the student's use at all times.
3. responsibility for the up-dating of the file rests with the student.
4. use PRIMARILY by the student.
5. storage/location with the homeroom teachers at grades 7 and 8.
6. storage/location in Humanties 1-2 Resource Center at grade 9.
7. storage/location in English Resource Center at grade 10.
8. storage/location will be made available to the student in the career center after grade 10.

THIS IS YOUR SUMMARY

made by you. It is to be useful to you as you explore, plan for, and decide YOUR CAREER CHOICES.

7th - 8th Grade
Exploration

School years ____________

School ____________

Enter 5 top occupations.

JOB-O Date ____________

1.
2.
3.
4.
5.

Interest Survey
Date ____________

1.
2.
3.
4.
5.

Social Security Application form (Date) ____________

(Enter grade level in box)	General Clerical	Bookkeeping	Steno-Secretary	Marketing	Agriculture	Metals	Electric	Construction	Ind. Mechanic	Health Occup.	Food Services	Social Services	Graphic Arts	Wood Products	
Speakers															
Field Trips															
Resources															

Activities Accomplished:	7	8
Using Newspaper		
DOT (Distionary of Occupational Titles)		

9th Grade Exploration

Work Permit Application (Date) ____________________

School Year ____________

Health Permit (Food Handlers Class) (Date) ____________

KEY:

ACTIVITIES

1. Speaker
2. Individual Field Trip
3. Group Field Trip
4. Film
5. Interview
6. Job Observation
7. Resources (Kits, Reading)
8. Classroom Activity
9.

CLUSTER

1. Agriculture
2. Bookkeeping/Account.
3. Clerical
4. Secretarial
5. Marketing
6. Health
7. Social Service
8. Food Service
9. Electrical
10. Construction
11. Metal Working
12. Mechanical & Repa
13. Wood Products
14. Graphic Arts

ACTIVITY	CLUSTER	PERSONAL REACTION

(Optional)
OIAS RESULTS
DATE: ____________

Occupational Interests
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

CAREER CLUSTER CHOICE(S)
at this time are: DATE: ____________
1. ____________
2. ____________
3. ____________

10th Grade Exploration School Year ____________

Self Survey Information:

Interest survey (clusters)
1. ____________
2. ____________
3. ____________

GATB (Clusters)
1. ____________
2. ____________
3. ____________
4. ____________

OIAS (Occupations)
1. ____________
2. ____________
3. ____________
4. ____________

PERSONAL WORK INVESTIGATION ACTIVITIES - 8 Hours, At Least.

CLUSTER ACTIVITY	REACTION TO ACTIVITY
1. ____________	____________
2. ____________	____________
3. ____________	____________
4. ____________	____________
5. ____________	____________
6. ____________	____________
7. ____________	____________
8. ____________	____________
9. ____________	____________

Forecasting

1. I plan to enter the ____________ Career Cluster program during my Junior year.
2. I do not intend to enter a Career Cluster program at this time.

Resume on file: ____________

Exploratory Activities: ____
(8 hours)

Self Survey Information: ____________

PERSONAL INFORMATION DATA

NAME ______________________ TELEPHONE NUMBER ____________

ADDRESS ______________________

____

WORK EXPERIENCE

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

SCHOOL RECORD

9th Grade GPA: __________ 10th Grade GPA: __________

9th Grade Days Absent: ______ 10th Grade Days Absent: ______

Number of Credits Earned: ____ Number of Credits Earned: ____

REFERENCES

NAME ADDRESS PHONE RELATIONSHIP

1. ______________________
2. ______________________
3. ______________________

SELF-EVALUATION AND UNDERSTANDING

GOAL: A self-evaluation and understanding program will be used with students in grades 7 through 10 in each of the project schools.

CONCEPTS:

Due to the structure and complexity of society today students are frequently not familiar with job titles and descriptions of people with similar interests and aptitudes to their own.

Through the use of interest inventories, aptitude tests and occupational access systems students will begin to identify and explore their personal interests and aptitudes in relationship to those of successful workers.

OBJECTIVES:

1. Each 7th grade student will have used the Job-0 Interest Inventory and completed a research of the job that is of greatest interest to them.
2. Each 8th and 10th grade student will have used the U.S. Interest Survey.
3. The 8th and 10th grade students will have been provided a computer print-out of the results obtained from using the U.S. Interest Survey. They will then be counseled in groups and/or individual counseling sessions concerning their results.
4. Students in the 8th, 9th and 10th grades will have an opportunity to use the Occupational Access System located at Marshall High School. Their computer print-out will be given to them for filing in their career folder.
5. Each student at the 10th grade will have taken the General Aptitude Test Battery. The results of this will be interpreted to the student in group and/or individual counseling meetings.
6. As a result of this Self-Understanding Through Evaluative Tools program a 10th grade student will be able to list occupational titles and job requirements of persons with similar interests and aptitudes.

TESTING / INTEREST INVENTORIES

		JOB-O	INTEREST C. L.	OIAS	GATB
	When	X			
7	Where	Home Room			
	Who	Teacher			
	When		X	X	
8	Where		Home Room	Marshall High	
	Who		Teacher	Aide/Teacher	
	When			X	
9	Where				
	Who				
	When		X	X	X
10	Where		Language Arts		Language Arts
	Who		Teacher		Teacher/Counselor

RESOURCES

GOAL: Career Education resources will be used by PCE 7-10 schools.

CONCEPTS:

1. Many resources are developed and being developed throughout the country in the area of Career Education.
2. Students will have an opportunity to explore a variety of Career Education resources.
3. Students will learn to use resource materials and personnel for in-depth study of occupations.

OBJECTIVES:

Every learner upon completion of grade 7 will:

1. demonstrate an ability to use the newspaper as a Career Education resource.
2. use the *Occupational Outlook Handbook* in correlation with *JOB-O* and other student exploratory experiences.
3. become aware of jobs relating to people, data and things through the use of resources such as SRA kits, printed materials, and audio-visuals.

Every learner upon completion of grade 8 will:

1. demonstrate ability to find specific occupational information in the *Dictionary of Occupational Titles* for a given title.
2. be able to list the major industries of greatest employment availability in Oregon through use of Manpower Resource of the State of Oregon.
3. have had the opportunity to choose and explore at least two areas of occupational or avocational interest through the use of the SRA kits, Occupational Outlook Handbook and other appropriate resources.
4. analyze himself in relationship to jobs that focus on people, data and things through the use of the Interest Survey print-out and Dictionary of Occupational Titles.

Every learner upon completion of grade 9 will:

1. be familiar with the Oregon clusters and related occupations through the use of the Oregon Cluster Guides.
2. become aware of employment trends and projections through use of the Occupational Outlook Handbook and its supplements.

Every learner upon completion of grade 10 will:

1. become familiar with employment [illegible]ds and projections with an emphasis on his tentative cluster choice through the use of the Occupational Outlook Handbook and its supplements.
2. use the Dictionary of Occupational Titles for interpretation of the GATB print-out to aid in making his tentative cluster choice.

FIELD TRIPS

GOAL: Field trips with an emphasis on Career Exploration will be taken by students at each grade level.

CONCEPTS:

1. Field trips are an important means of enabling students to have exposure to people in real life work situations.
2. In the seventh grade exposure should be of short duration and a wide variety of occupations.
3. As the student progresses through the exploratory program (grades 8, 9, and 10) the exposure to a wide variety of occupations should be narrowed to those of his prime interest. The time spent on exploring this chosen number of occupations should increase.
4. Field trips may be taken by an individual, a small group, or a large group. (The ninth and tenth grades will stress the individual and small group field trips.)

OBJECTIVES:

Through field trip experiences, the student will:

a. observe the occupational classifications within the industry or business visited.

b. observe and be able to identify jobs relating to people, data, or things within the business or industry visited.

c. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.

d. observe the dignity of work within a variety of occupational and economic roles.

Every learner upon the completion of the seventh grade will have had at least one on-site job observation.

Every learner at the completion of the eighth grade will have participated in at least one planned field trip to observe representative occupations in the community.

Every learner at the completion of grade nine will have explored businesses representing a variety of industries to become aware of job opportunities, employment trends and projections.

Every learner at the completion of grade ten will have had minimum of eight hours of hands-on experience in a cluster(s) of his choosing.

* THE INSTITUTE FOR PUBLIC AFFAIRS RESEARCH (IPAR) WILL ACT AS A COORDINATING AGENCY IN LOCATING FIELD TRIP SITES FOR THE PROJECT SCHOOLS.

** A MINI BUS WILL PROVIDE TRANSPORTATION OF TEN STUDENTS TO AND FROM SITE LOCATIONS

SPEAKERS

GOAL: Speakers with a career emphasis will be used as a means of career exploration at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career exploration program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.
2. At the seventh and eighth grade a series of speakers representing fourteen clusters will present a wide variety of exploratory experiences. This will be accomplished through an assembly program over a two year period.
3. Specific speakers should be used in individual classrooms to further explore interest shown by students. To coordinate the 8th grade curriculum, the emphasis should be on Oregon industries.
4. At the high school level, a Career Exploration Fair, and a series of Convocation programs will be instituted.

OBJECTIVES:

By the end of the tenth grade students will:

1. be familiar with occupational classifications in career cluster.
2. become aware of jobs relating to people, data, and things.
3. become aware of the health, safety, and grooming requirements of certain occupational classifications.
4. students will acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

THE INSTITUTE FOR PUBLIC AFFAIRS RESEARCH (IPAR) WILL ACT AS A COORDINATING AGENCY FOR SPEAKERS IN THE PROJECT SCHOOLS.

PCE 7-10
June, 1972

SPEAKER'S GUIDE

1. Indicate the career cluster category in which your specific job applies.
2. Briefly list the various, individual jobs and their work functions and each income range.
    a. Entry level, educational requirements
    b. Advancement opportunities
    c. Post-employment education opportunities
        1. On the job training
        2. Personal improvement
        3. Special educational programs
    d. Sources of career opportunities
        1. Government
        2. Private employment
    e. Trends and future opportunities in the field
3. Specific considerations
    a. Working conditions
        1. Advantages
        2. Disadvantages
        3. Hours (shift hours, etc.)
    b. Memberships
        1. Unions
        2. Professional
    c. Benefits
        1. Employer (Credit Unions, Educational programs, retirement, medical, vacation pay, coffee breaks, etc.)
        2. Industry (relates to industry-wide benefits)
        3. Trade or professions (relates to specific benefits, not offered by the employer)
4. Employer - employee expectations
    a. Dress and appearance
    b. Responsibility and authority
    c. Attitude and mutual respect
    d. Interpersonal relationship
5. Use of tools, uniforms, special hardware or software as a part of the presentation.

SPEAKER'S BUREAU FORMAT

Speaker's Bureau format which is to include one speaker from each of the 14 Oregon clusters by the end of a two year period.

Format: Assembly of 7-8 grade students. 40 minutes time period to include presentation and (?) answer period

	Kelly	Lent	Marysville	Woodmere	Binnsmead	Whitman
72-73						
Sept	1	2	3	4	5	6
Oct	7	8	9	10	11	12
Nov	13	14	1	2	3	4
Jan	5	6	7	8	9	10
Feb	11	12	13	14	1	2
Apr	3	4	5	6	7	8
May	9	10	11	12	13	14
73-74						
Sept	2	1	4	7	6	5
Oct	8	7	10	9	12	11
Nov	14	13	2	3	4	1
Jan	6	9	8	1	10	9
Feb	10	11	12	13	14	3
Apr	4	3	6	5	2	7
May	12	5	14	11	8	13

* *

Key:

1 - Agriculture
2 - Bookkeeping/Accounting
3 - Clerical
4 - Secretarial
5 - Marketing/Distributive Education
6 - Health
7 - Social Service
8 - Food Service
9 - Electrical-Electronics
10 - Construction
11 - Metal Working
12 - Mechanical and Repair
13 - Wood Products
14 - Graphic Arts

The Institute for Public Affairs Research, Inc. (IPAR) is a non-partisan, non-profit, tax-exempt educational foundation which was initiated by business, industry, labor, professional, trades, and other segments of the community as a vehicle for enlisting and providing community support and participation in the education of young people in the elementary, intermediate, and secondary grades.

IPAR is funded by voluntary donations from these segments of the community.

The goals and objectives of IPAR as they relate to the creation of attitudes and concepts among young people toward the working world are identical to the goals and objectives of the Oregon Board of Education's "The Oregon Way" Career Education program.

In support of Career Education in Oregon's school districts and communities, IPAR seeks to provide four services:

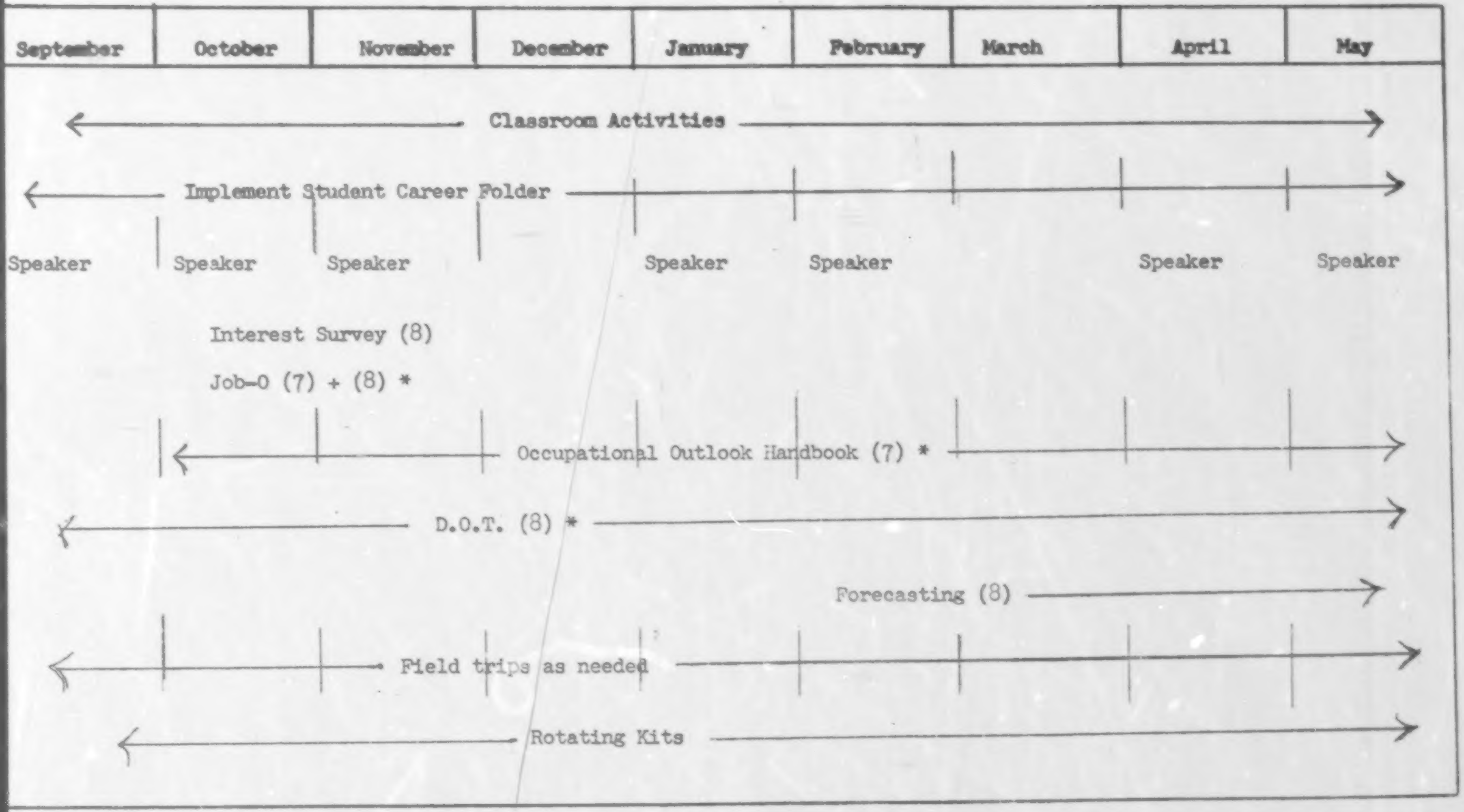
1. To act as a catalyst within the community to identify, enlist, and coordinate the support and participation of community organizations and segments in support of Career Education programs.
2. To function as a channel of communication between the schools and the community to aid in the implementation of Career Education programs.
3. To recruit, train, and schedule resource persons from the community for in-school discussions with students and teachers on careers, and current and fundamental topics.

4. To locate, organize, and schedule field trips, tours, and visitations by students to offices, plants, and other work sites in the community.

As a broadly based, community sponsored organization, IPAR represents no partisan viewpoint.

CAREER EXPLORATION GRADES 7 & 8

MANAGEMENT OBJECTIVES 1972-73



* May be used in other grade or used only 1972-73

CAREER EXPLORATION GRADES 9 & 10

MANAGEMENT OBJECTIVES 1972 - 1973

September	October	November	December	January	February	March	April	May
			Administer Int. Checklist	Administer GATB (Written A&B) (Dexterity) 2	Interpret GATB & Int. Survey Printout 1 & 2		Forecast 4-6 ← →	
← Cluster Orientation ④ 7 →						← Individual Interpret of GATB & Int. Surv. 1 & 3 & 7		
			← Develop forecast Info ⑤ →					
	← 8 hrs cluster exploration experiences 4 - 7 →							
Job-O ① (Admin & Interp) 8					DOT Prep ①		Develop Student Resume 7 - 1	
Occup Outlook Handbook		OIAS						
← Implement ① & Maintain student career folder 6 →								
		Job-O GATB Int. Surv. 1	Cluster Explor. Experiences 4					

1 - Sophomore English & Counselor Team
2 - Clackamas County IED
3 - Counselors
4 - Teaching staff

5 - Tapfer
6 - Student
7 - Career Center
○ - 1972-73 only

8 - Freshman Hum.

APPENDIX C

ATTENDANCE AREA PLANNING GUIDE

__AAPS

LOCAL ATTENDANCE AREA PLANNING

FOR

CAREER EDUCATION

Portland Public Schools
Area II
Dr. Don James, Supt.

Table of Contents

Acknowledgment--

Why Career Education?

Career Education Is--

Why Plan?

Career Education Program Level Goals

I. Curriculum (Green pages)

- A. Philosophy
- B. Goals/Objectives
- C. Revision
- D. Evaluation
- E. Guidance and Counseling
- F. Individualization
- G. Interdisciplinary
- H. Articulation
- I. Work Experience
- J. Youth Organization

II. Human Resources (Yellow pages)

- A. Staff Development
- B. Guidance Skills
- C. Personnel
  - 1. Instruction
  - 2. Administration
  - 3. Support
- D. Community
  - 1. Resources
  - 2. Advisory Committees
  - 3. Communication

III. Physical Resources (Pink pages)

- A. In School
- B. In Community

IV. Long Range Plans (Blue pages)

Program Assessment Profile

Forms: (White pages)

Here's how we plan to get there! (24)
Budget Projections 73-74 (6)

Acknowledgment --

This Career Education Programm assessment and planning guide is the result of the work of a planning team reqpresenting the 10 schools in the Madison High School Attendance Area.

This team realized that career education is a kindergarten through grade twelve effort and that many of the problems of implementation would be common among the schools. The team also felt that some way of measuring program level in 1978 was needed and that this measurement instrument could serve as a way of determining present program levels. Any differences between present and desired levels are easily identified as problems to be solved. Sorting of the problems into priority order and listing them into the year to be solved establishes the long-range conceptual plan of accomplishment.

Detailed plans to solve each years identified problems become the base for developing Program Change Objectives (PCO's) to request resources to enable implementation.

The base document the planning team used in this development was a Model Program Assessment utilized by the State Department of Education at the Multi-cluster Development Center in Hermiston, Oregon. The team included the concepts in the base document, re-organized into a different pattern and added criterion measurement statements to complete the Guide.

The planning team from Madison Attendance Area included:

School	Principal	Coordinator
Glenhaven	Leonard Patterson	Sandy Ferrell
Gregory Heights	Dr. Robert Selby	Cheryl Magorian
Lee	Custis Green	Glen E. Oakes
Rice	August Dindia	Margaret Bennett
Rose City	Tom Lydon	Bill Oekerman
Sacajawea	Wes Bartholomaus	Polly Brown
Scott	Dr. Edythe Leupp	John Eide
Vestal	Bill White	Dorothea Scott
Wilcox	Geraldine Hammond	Helen Jakes
Madison	Bill Knouff	Cathy Williams
	Sue Bushnell	
Staff:	Ellen Gruetter	
	Paul Paxton	
	Chuck Tontz	

The resulting Guide was then examined, critiqued and applied by planning teams from Adams and Marshall Attendance Areas. The teams include:

School	Principal	Coordinator
Columbia	Louis Tesch	John Long
Faubion	Ernie Huber	Marie Karr
Kennedy	Gertrude Ramage	Margaret Ludwigsen
King	Leroy Moore	Norman Bengel
Meek	Jim Wells	Shirley McMenamin
Rigler	Lamar Ferguson	Sally Haggart
Whitaker	William Warner	Iris Thorkildson
Woodlawn	Lorne Turville	Wayne Quinnell
Vernon	Dan McCall	Paul W. Dixon
Adams	Dr. Don Holt	
	Larry Ayers	
Staff:	Jerry Conrath	
	Julie Crossley	
	Allan Davis	
	Mary C. Jones	
	Dick Rumble	
Binnsmead	Joe Cherry	Jeff VanLanduyt
Kelly	Jim Bow	Paul Stuart
Lent	Cal Norman	Leroy Hesgard
Marysville	John Spathas	Jan Paeth
Whitman	Hal Cook	Bob Foster
Woodmere	Gordon Neideigh	Dick Saulsbury
Marshall	Dr. Gaynor Petrequin	Bruce Richards
	Bill Tapfer	

Development of this guide was coordinated by the Area II Career Education Specialist, Leroy E. Wallis.

Pilot use of the guide in the Marshall Attendance Area was coordinated through Project Career Exploration, Grades 7-10 (PCE/7-10), Tom Parr, Project Coordinator.

Pilot use of the guide in the Madison and Adams Attendance Areas was coordinated through the Area II Superintendent's office, Leroy E. Wallis, Specialist.

Area II Staff is very appreciative of this developmental effort and is supportive of the long-range planning that will result.

Don W. James

Why Career Education?

Portland School Board Action Number 5338 July 12, 1971 was one of the actions by the Board of Directors. Its title was Learning Opportunities Career Education Department. This action appeared in the minutes as follows:

> "WHEREAS, The public schools are responsible for providing every young person with learning opportunities that will enable him to discover his individual interests and abilities. Those learning opportunities should help him explore the many avenues of productive activity that might challenge and extend his talents, of choice, self-direction, self-discipline, and responsibility. Every person who hopes to play a productive role in society must have some sort of occupational preparation since his place in society is, to a considerable degree, determined by his work role. Therefore, an orientation to the world of work and preparation for a career are necessary to his development, therefore be it further
>
> RESOLVED, It is recommended that the Board of Education hereby approved in principle this Career Education program, give it high priority, and provide additional financial assistance as it becomes possible."

In order to succeed in this task, it is necessary to develop long-range plans for our schools.

Career Education Is---

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and vocational. Career education enables students to examine their abilities, interests, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combine effort of school and community. It is a current, on-going, activity, oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

(This definition was developed by principals and coordinators of the Madison Attendance Area Planning group and is derived from over 40 definitions from across the country.)

Why Plan?

Planning must always precede building. This is true in all endeavors, Career Education is no different.

Conceptual Planning must be separated from implementation as it serves as the foundation for implementation. Conceptual Planning includes: setting purposes; goals and objectives; assessment of present levels; identification of problems and setting priorities and timelines.

Within education, financial timelines are always 2 to 3 years from conception of a major project or need to actual implementation. For this reason as well as meeting long-range needs, Conceptual Planning for 3 to 5 years in the future is an absolute necessity to effect change.

Conceptual Planning must be kep simple and not be bogged down with minor details. Detail Planning is developed as the first step in implementation and occurs as a result of committed resources gained through Conceptual Planning.

As an agent of society, it is the responsibility of schools to assist young people in planning and developing a satisfying and productive life consistent with their abilities and society's needs. Students, through their schooling, should be prepared to fulfill their life roles of family members, citizens, workers and users of leisure time.

ALL EDUCATION IS CAREER EDUCATION.

PORTLAND PUBLIC SCHOOLS
AREA II
8020 N.E. Tillamook St.
Portland, Oregon 97213

Career Education Program Level Goals

The overall program goal for career education is:

> Every learner shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed though tentative, selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

> The kindergarten through grade six level program proposes in its goal that:

>> Every learner shall, upon completion of the kindergarten through grade six portion of his public school education have developed an awareness of the world of work, including: knowledge of duties and entry requirements of many occupations; knowledge of contribution and interdependence of work done by members of society; knowledge of relationship existing between productive employees and successful institutions in society; demonstrated application of subject matter competencies to work performed in occupations; choice of an occupational field in which to have hands-on exploratory experiences beginning in grade 7.

> The grade 7 through 10 level program is primarily one of continuing guidance and proposes through its goal that:

>> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

The grade 11 and 12 level program has as its responsibility the development of employment competencies in selected fields and proposes through its goal that:

> Every learner shall, upon completion of the grade 11 and 12 portion of his public school education, have developed, through participation in a skill development program based upon clustering of similar jobs into broad families of occupations, entry level competencies in a cluster of his choice that will enable entry into employment or an advanced training program.

To reinforce the responsibilities of the schools to provide adequate career based guidance and counseling services to their students, specific goals have been developed that propose that:

> Every learner shall, as he participates in public school, kindergarten through grade 12, have been provided with guidance services, emphasizing career roles based upon the cluster concept, that will assist the learner in determining his aptitudes, interests, abilities and potentials and application of this knowledge to identify a personal career goal and develop an educational program to fulfill this goal.
>
> Every learner shall, as he participates in public schools, kindergarten through grade 12, have been provided with counseling services to assist in solving personal and internal problems that are encountered as the learner's self-concept emerges and instructional program is planned and accomplished.

Adopted 11/1/7/

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. PHILOSOPHY: Career Education is included in the total school curriculum and therefore is the responsibility of every teacher to implement.		I-A-1 The school philosophy statement for education includes a career emphasis that developed and reviewed regularly by staff and community, utilizing student input where appropriate.
		I-A-2 The philosophy statement of each curriculum program in our school includes career education.
		I-A-3 Every teacher has included a career emphasis in his/her philosophy statement about the educational process for which he/she is responsible: this philosophy being consistent with the school philosophy.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	HERE: What is-- 0 ——— IMPLEMENTATION LEVEL ——— 100%	THERE: What ought to be--
B. GOALS/OBJECTIVES: Clearly stated and staff accepted goals and objectives serve as the planning and implementing base for an instructional program and its subsequent evaluation.		I-B-1 Each curriculum program in the school has a written course of study with measureable student competencies and career goals.
		I-B-2 The Area II Program Level goal for Career Education has been reviewed and accepted or has been revised and accepted by the staff of this school. If the goal is revised, it has been submitted to the Area II Superintendent for review and recommendation.
		I-B-3 Each staff member has a copy of the Area II goals, the school goals, and specific program goals for his/her curriculum instruction responsibility and does demonstrate and implement the mutual interrelationships.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

I. Curriculum	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
C. REVISION: Any curriculum is subject to periodic review, revision, up-dating or removal, based on evaluation. This revision process is vital to a current, relevant instructional program.		I-C-1 Goals and objectives of each curriculum program are subject to review and staff acceptance at least once a year.
		I-C-2 Each teacher reviews his/her instructional program in terms of accepted program goals; makes appropriate changes and submits to principal or program leader at least once a year.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	HERE: What is-- 0 ——— 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. EVALUATION: A career education program should have as an integral element a definite plan for evaluation. Effective evaluation determines how well the program is meeting individual student needs, enabling each learner to become a contributing member of the community, especially in the world of work.		I-D-1 The evaluation plan is based on clearly stated, staff accepted, behavicral goals; and is implemented in a planned pattern.
		I-D-2 The evaluation process is a function of a cooperative effort of students, staff and school advisory committee members.
		I-D-3 Adequate records are maintained to enable evaluation of the components of the career education program in terms of stated goals.
		I-D-4 Evaluation results are used in planning programs and/or revising existing programs.
		I-D-5 Student evaluation is based on behaviorally state program goals to insure measure of student competencies.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
E. GUIDANCE AND COUNSELING: The guidance and counseling program assists each student to: mature in self-understanding and self-responsibility; develop decision making ability, values, attitudes and skills required for our society.		I-E-1 Adequate time is provided for the school staff to develop and implement a satisfactory guidance and counseling program.
		I-E-2 Each staff member is applying guidance procedures that include a career emphasis.
		I-E-3 Every learner shall, as he participates in public school, kindergarten through grade 12, have been provided with guidance services, emphasizing career roles based upon the cluster concept, that will assist the learner in determining his aptitudes, interests, abilities and potentials and application of this knowledge to identify personal career goals and develop an educational program to fulfill these goals.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
E. GUIDANCE AND COUNSELING: The guidance and counseling program assists each student to: mature in self-understanding and self-responsibility; develop decision making ability, values, attitudes and skills required for our society.		I-E-4 Every learner shall, as he participates in public schools, kindergarten through grade 12, have been provided with counseling services to assist in solving personal problems that are encountered as the learner's self-concept emerges and instructional program is planned and accomplished.

CAREER
EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

I. Curriculum	HERE: What is-- 0 — IMPLEMENTATION LEVEL — 100%	THERE: What ought to be--
F. INDIVIDULAIZATION: Instruction should be designed to allow each student to achieve his career goals. Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accommodate students with varied interests, abilities, skills and attitudes.		I-F-1 Every teacher is familiar with and able to facilitate the use of individualized instructional methods, i.e. programmed learning; media-based instruction; computer assisted instruction and differentiated staffing patterns.
		I-F-2 The school provides a plan that enables each student to progress at his own rate upon evidence of achievement.
		I-F-3 An effective plan for monitoring and reporting each student's progress is in operation.
		I-F-4 Competency levels have been established for purposes of student evaluation and are being utilized.

CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	HERE: What is-- 0 ——— 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
F. INDIVIDUALIZATION: Instruction should be designed to allow each student to achieve his career goals. Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accommodate students with varied interests, abilities, skills and attitudes.		I-F-5 Each concept included in the individualized instructional program can be approached using a variety of learning experiences.
		I-F-6 Learning experiences at a variety of levels are available to provide for remedial or advanced learning as needed.

CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	HERE: What is-- 0 ———— 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
G. INTERDISCIPLINARY: A relationship should exist between all school subjects taught as each relates to the career goals selected by the student. Each discipline plays a vital part in helping the student achieve success in his career interest area.		I-G-1 Career education does not appear as a separate part of the curriculum at grades K-6 but appears as an emphasis in all skill development programs and attitude development programs.
		I-G-2 The exploratory career education program at grades 7-10 utilizes a career emphasis to build relevance into the curriculum and is an identified activity in every school program.
		I-G-3 This staff actively plans for and implements instruction utilizing career education as a vehicle for an interdisciplinary approach to learning.

CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

I. Curriculum	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
H. ARTICULATION: All career education programs should be designed to complement one another so that each student is able to pursue his career goals with optimum reward for time and effort.		I-H-1 The goals of career education in Area II demonstrate a planned progression of students through the program, K-12.
		I-H-2 The expanded goals for each grade level of the career education program demonstrate a planned program for students progress through the grades, K-12.
		I-H-3 The planned instructional activities that implement the career education goals demonstrate a planned progression without gaps or repetition.
		I-H-4 Each high school has a planned procedure for progression of students into post-high school training experiences whether on-the-job, apprenticeship, private schools, community colleges or university.

CAREER
EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
I. WORK EXPERIENCE: Students should have the opportunity to experience work as a part of the educational program in order to make sound judgments and decisions about their personal goals and to obtain job skills.		I-I-1 Work experience is available to all students at all levels from grade 7 through grade 12, including work observation, work sampling, general work experience and cooperative work experience; and this school is participating in these learning experiences.
		I-I-2 Teacher/coordinators are following district policies and written guidelines for work experience programs.
		I-I-3 The work experience training station is a part of the learning process and is contributing accordingly to a training plan negotiated between the school and the training station.
		I-I-4 Students are participating in the general and cooperative work experience programs in training stations related to their in-school program and their personal career goals.

CAREER
EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

I. Curriculum	**HERE:** **What is--** 0 — 100% IMPLEMENTATION LEVEL	**THERE:** **What ought to be--**
J. YOUTH ORGANIZATION: The function of youth organizations should center upon development of leadership qualities, cooperation, citizenship, and participation in home, school, and community activities.		I-J-1 Appropriate youth organizations are utilized in career education programs.
		I-J-2 Adequate provisions are available for finances, time, and adult advisors.
		I-J-3 Youth Organizations are utilized in the career education program where common goals are sought.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. STAFF DEVELOPMENT: School boards, through assistance of Area and central administration and school staffs, are responsible for understanding and providing for competencies needed by a school staff to operate an up-dated quality program.		II-A-6 A central facility is provided in each building for storage, retreival and dissemination of information necessary and pertinent to the function of the staff.
		II-A-7 Provision is made to recognize and reward participants of staff development programs.

CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________

II. Human Resources	HERE: What is-- 0 ____ 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. STAFF DEVELOPMENT: School boards, through assistance of Area and central administration and school staffs, are responsible for understanding and providing for competencies needed by a school staff to operate an up-dated quality program.		II-A-1 An on-going career education staff development program has been established.
		II-A-2 Provision of time and finances have been made for staff to attend state and professional organization sponsored staff development conferences.
		II-A-3 Provisions have been made for appropriate consultant help.
		II-A-4 Each teacher, new to a building, will participate with regular staff in an orientation program including review of school goals, resources, and opportunities.
		II-A-5 Guidance competencies are established for awareness, exploration and preparation levels for use by staff in assessing their professional growth needs.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

II. Human Resources	HERE: What Is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
B. GUIDANCE SKILLS: Guidance is a responsibility of every staff member as a part of the instructional program. Effective guidance depends upon staff competency in guidance procedures and activities. Guidance is defined here as assisting learners with "external" problems and providing information required for decision making.		II-B-1 Competencies are established for guidance services at awareness, exploration and preparation levels, for use by staff in assessing their professional development needs.
		II-B-2 Each staff member demonstrates competencies required to implement an effective classroom based, buidance program that includes a career emphasis.

CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

II. Human Resources	**HERE: What is--** 0 IMPLEMENTATION LEVEL 100%	**THERE: What ought to be--**
C. PERSONNEL: 1. Instruction The school staff is the key element to a dynamic, on-going educational program. It is vital that the total staff serves as a team, maintains pace with changes in society, and assumes responsibility for professional growth.		II-C-1-1 Staff members are properly trained to carry out their functions in the career education program.
		II-C-1-2 Staff are vocationally certified for their area or responsibility.
		II-C-1-3 Coordination and/or direction is provided for each part of the career education program.
		II-C-1-4 The student-teacher ratio allows for quality education.
		II-C-1-5 Provisions for extended contracts exist where needed.
		II-C-1-6 Cooperative programs sharing personnel are being implemented.
		II-C-1-7 Adequate time is provided staff for training, re-training and planning.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
C. PERSONNEL: 2. Administration Administrative leadership and commitment at all levels is required to develop and maintain a quality career education program.		II-C-2-1 A qualified person or persons have been identified and given the authority and responsibility of administering the career education program.
		II-C-2-2 The board and key administrators have endorsed the career education program.
		II-C-2-3 Decision makers consider the advice and recommendation of advisory committees.
		II-C-2-4 Decision makers utilize the long-range plan in determining priorities and financing career education programs.
		II-C-2-5 Administrative structure and process allows for the utilizatio of input and recommendations of all staff levels in decision making.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

II. Human Resources	HERE: What is-- 0 IMPLEMENTATION LEVEL 100%	THERE: What ought to be--
C. PERSONNEL: 3. Support Career Education program must have services in addition to the classroom teacher to maximize the effectiveness of instruction. These additional services include those programs listed in the Chart of Accounts under Support Programs (70-97) and include, among others counseling and guidance, evaluation, in-service education, library, resource centers, curriculum development, etc.		II-C-3-1 Personnel involved in the Support Programs (70-97) that contribute to meeting Career Education Program goals are included in the planning and implementing of the Career Education Program.
		II-C-3-2 Each support program (70-97) has included a career emphasis in their goals and philosophy and the personnel are prepared to accept this responsibility.
		II-C-3-3 Each staff member in a support program (70-97) has the competencies necessary to implement a career emphasis in that program.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

II. Human Resources	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. COMMUNITY: 1. Resources Involvement of individuals within the community maximize the effectiveness of the career education program because of their competencies and knowledge of current occupational needs and practices. "Community" in this context means all agencies, groups or individuals not part of School District #1.		II-D-1-1 Community human resources are used in the planned career education program for both students and staff development.
		II-D-1-2 The Institute for Public Affairs Research is utilized regularly to provide human resources from the community to aid in implementing Career Education.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________________

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. COMMUNITY: 2. Advisory Committee Career programs need to reflect the occupational world and community needs. Advisory committees are relied upon to assist in planning and keeping programs current to the requirements of the world of work.		For all schools: II-D-2-1 District #1 has a functioning overall career education advisory council that the school can use for advice and assistance.
		II-D-2-2 Our school has a functioning advisory committee whose duties include review and recommendations about our career education program.
		II-D-2-3 Duties and responsibilities of our school advisory committee is outlined in writing and is being followed.
		II-D-2-4 Staff responsibility is designated for our school advisory committee.
		II-D-2-5 Our school advisory committee has broad community representation.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

II. Human Resources	**HERE: What is--** 0 — 100% IMPLEMENTATION LEVEL	**THERE: What ought to be--**
D. COMMUNITY: 2. Advisory Committee Career programs need to reflect the occupational world and community needs. Advisory committees are relied upon to assist in planning and keeping programs current to the requirements of the world of work.		For high schools: II-D-2-6 Our schools's cluster programs are utilizing the services of district-wide cluster program advisory committees.
		II-D-2-7 Our cluster program teachers actively participate in planning for advisory committee meetings and utilizing committee recommendations.

CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ______________

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. COMMUNITY: 3. Communication The effectiveness of the education program is maximized by involvement of individuals from the community because of their expertise and knowledge of current occupational needs and practices.		II-D-3-1 This school has a functioning public relations program utilizing a variety of materials and methods.
		II-D-3-2 Provisions are made for the community to communicate their concerns about the school program to the schools.
		II-D-3-3 Provisions are made to express appreciation to the community for its support.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

III. Physical Resources	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. IN SCHOOL: The facility should provide a learning environment for diverse activities consistent with career goals. Equipment and supportive resources should be up to date and representative of the world of work.		III-A-1 Resources, facilities and equipment are supportive to the long-range objectives.
		III-A-2 Adequate facilities, equipment and resources are available and sufficient to carry out instructional objectives.
		III-A-3 Facilities and equipment are comparable with those in the world of work.
		III-A-4 Community resources are utilized in the instructional program.
		III-A-5 Cooperative programs utilizing in-school facilities are being implemented.

CAREER EDUCATION

In 1972-73 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

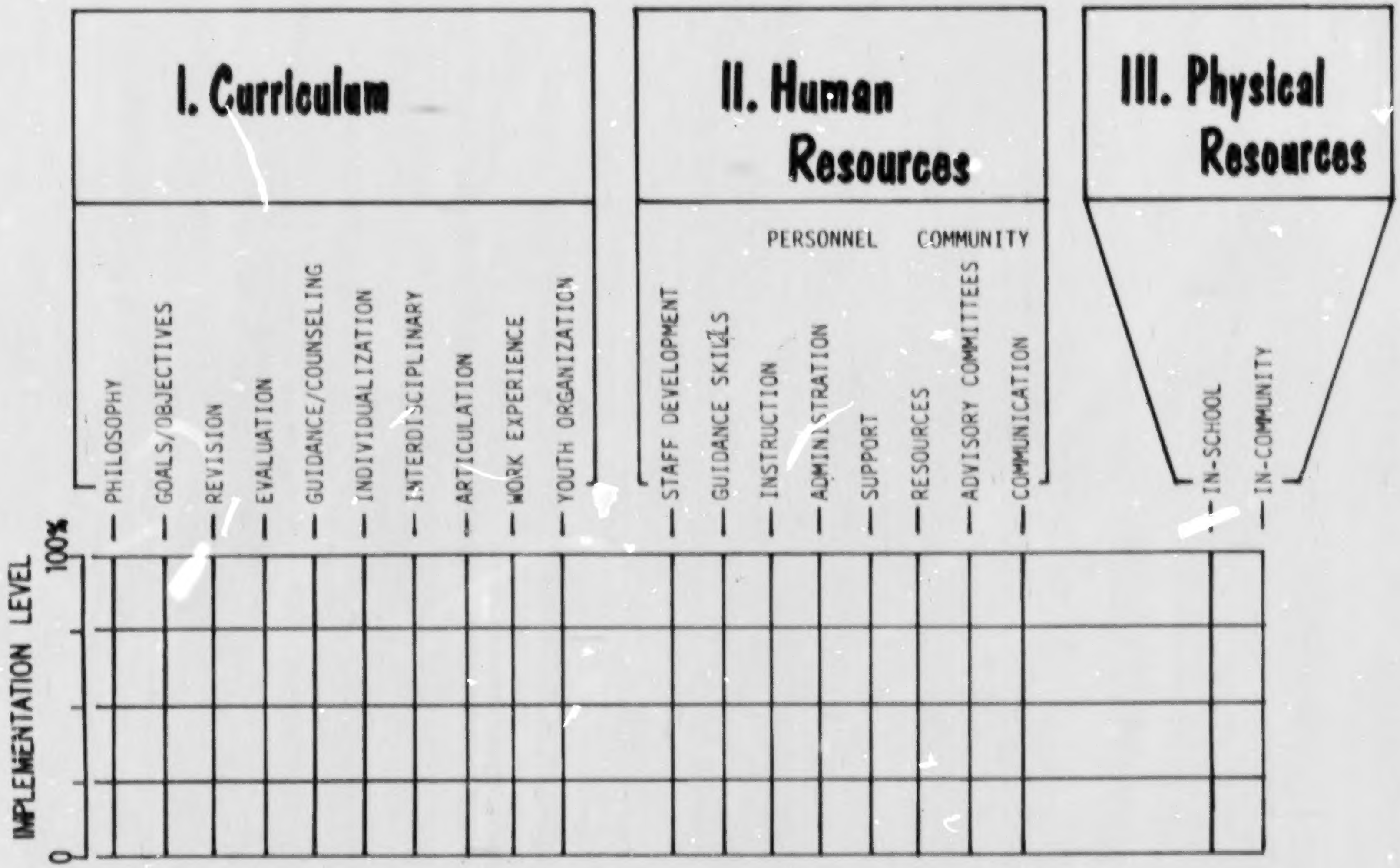
III. Physical Resources	HERE: What is-- 0 ... 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
B. IN COMMUNITY: The effectiveness of the education program is maximized by utilization of facilities within the community to augment available school facilities by providing learning stations that cannot be replicated within the schools.		III-B-1 Provisions are made to express appreciation to the community for its support.
		III-B-2 Community service is provided through public use of school facilities, equipment and resources.
		III-B-3 Provisions are made for the school to use facilities, equipment and resources of the community.
		III-B-4 Learning stations at all levels are provided in the community through the organizing efforts of IPAR and the IED.
		III-B-5 A regular process is in operation to utilize community physical resources including work stations field trip sites and other support materials.

CAREER EDUCATION

Program Assessment Profile

School______________________
Teacher / Program______________
Year________________________

This is where we are!



CAREER EDUCATION

In 1972-73
We are here:

LOCAL ATTENDANCE AREA PLANNING
SCHOOL ____________________

IV. Long Range Plan	**HERE:** **What is--** 0 100% IMPLEMENTATION LEVEL	**THERE:** **What ought to be--**

CAREER EDUCATION

Here's how we plan to get there!

LOCAL ATTENDANCE AREA PLANNING

SCHOOL ____________________

Year 1	Year 2	Year 3	Year 4

APPENDIX D

FILE FOLDER INSERT

7th And 8th GRADE EXPLORATION

THIS IS YOUR SUMMARY
made by you. It is to be useful to you as you explore, plan for, and decide YOUR CAREER CHOICES.

NAME: ____________________

School Years ____________________

School ____________________

Enter 5 top occupations.

JOB–O Date ____________
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Interest Survey

Date ____________
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Social Security Application form (Date) ____________________

(Enter grade and date level in box)	General Clerical	Bookkeeping	Steno-Secretary	Marketing	Agriculture	Metals	Electric	Construction	Ind. Mechanics	Health Occupations	Food Services	Social Services	Graphic Arts	Wood Products	
Speakers															
Field Trips															
Resources															

ACTIVITIES ACCOMPLISHED:	7	8
Using Newspaper		
DOT (Dictionary of Occupational Titles)		

(Project Career Exploration 7-10)

9th GRADE EXPLORATION

Work Permit Application (Date)

Health Permit (Food Handlers Class) (Date)

School Year

KEY:

ACTIVITIES

1. Speaker
2. Individual Field Trip
3. Group Field Trip
4. Film
5. Interview
6. Job Observation
7. Resources (Kits, Reading)
8. Classroom Activity
9.

CLUSTER

1. Agriculture
2. Bookkeeping/Account.
3. Clerical
4. Secretarial
5. Marketing
6. Health
7. Social Service
8. Food Service
9. Electrical
10. Construction
11. Metal Working
12. Mechanical & Repair
13. Wood Products
14. Graphic Arts

ACTIVITY	CLUSTER	DATE	PERSONAL REACTION

(Optional)

OIAS RESULTS

DATE:

Occupational Interests

1.

2.

3.

4.

5.

CAREER CLUSTER CHOICE(S)
at this time are: DATE:

1.

2.

3.

10th GRADE EXPLORATION

School Year________________

SELF SURVEY INFORMATION:

Interest Survey (Clusters)	GATB (Clusters)	OIAS (Occupations)
1.________	1.________	1.________
2.________	2.________	2.________
3.________	3.________	3.________
	4.________	4.________

PERSONAL WORK INVESTIGATION ACTIVITIES – 8 Hours, At Least.

	CLUSTER ACTIVITY	DATE	REACTION TO ACTIVITY
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

FORECASTING

1. I plan to enter the________________ Career Cluster program during my Junior year.
2. I do not intend to enter a Career Cluster program at this time.

Resume on file:________ ________

Exploratory Activities:________
(8 hours)

Self Survey
Information:________

PERSONAL INFORMATION DATA

NAME ______________________ TELEPHONE NUMBER ______________

ADDRESS ______________________

____

WORK EXPERIENCE

1. ______________________

____

2. ______________________

____

3. ______________________

____

4. ______________________

____

5. ______________________

____

SCHOOL RECORD

9th Grade GPA: ____________ 10th Grade GPA: ____________

9th Grade Days Absent: ____________ 10th Grade Days Absent: ____________

Number of Credits Earned: ____________ Number of Credits Earned: ____________

REFERENCES

NAME	ADDRESS	PHONE	RELATIONSHI
1.			
2.			
3.			

APPENDIX G

BUILDING COORDINATORS ROLE AND RESPONSIBILITY

ROLE AND RESPONSIBILITY
OF
BUILDING COORDINATOR

Career Education Building Coordinator in the Marshall Attendance Area schools working under the supervision of the principal of the school and the project (attendance) area coordinator will provide assistance with implemenation of Career Education within his building.

Specific tasks for the 1973-74 school year will be as follows:

ADMINISTRATIVE (Project)

1. Attend monthly meetings from 3:30-5:00 p.m. on the 4th Wednesday of each month.
2. Submit Quarterly Reports to Project Coordinator on dates prescribed.
3. Assist Project Coordinator in Budget planning.
4. Submit agenda items to Project Coordinator for monthly-meetings.

BUILDING RESPONSIBILITIES

1. Meet with Building principal prior to submission of quarterly report.
2. Plan career education staff development meetings. (August 30 and subsequent meetings)
3. Collect data from teachers for quarterly reports and evaluation.
4. Dissiminate project reports and information to staff.
5. Assist in the planning of speaker conferences. (This applies to conferences involving more than one speaker/guest. Example: mini conferences)
6. Write appropriate thank you letters to speakers.
7. Coordinate mini bus field trips and request needed support for major field trip experiences.

APPENDIX H

PUBLIC AFFAIRS RESEARCH DESCRIPTION

WHAT IS IPAR?

The Institute for Public Affairs Research, Inc. (IPAR) is a non-partisan, non-profit, tax-exempt educational foundation which was initiated by business, industry, labor, the professions, trades, and other segments of the community as a vehicle for enlisting and providing community support and participation in the education of young people in the elementary, intermediate, and secondary grades.

IPAR is funded by voluntary donations from these segments of the community.

The goals and objectives of IPAR as they relate to the creation of attitudes and concepts among young people toward the working world are parallel to the goals and objectives of the Oregon Board of Education's "The Oregon Way" Career Education program.

IPAR provides four services to Oregon's school districts and communities:

1. Serves as a catalyst within the community to identify, enlist, and coordinate community support for and participation in Career Education programs.

2. Functions as a channel of communication between the schools and the community to aid in the implementation of Career Education programs.

3. Recruits, trains, and schedules occupationally experienced resource people from the community for in-school discussions with students and teachers on careers and current and fundamental topics.

4. Locates, organizes, and schedules Career Awareness and Career Exploration tours, field trips, and visitations by students into offices, plants, and other work sites in the community.

As a broadly based, community-sponsored organization, IPAR represents no partisan viewpoint.